

SHORT STORIES 3

READING AGES 10 - 16 YEARS



SCHOOL SITE LICENCE

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SHORT STORIES 3

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HANDY RESOURCES

literacy tools for the busy classroom teacher

This resource provides you with the following **four handy literacy tools** to take the stress out of your reading programme.



SHORT STORIES for FLUENT READERS

High quality, high interest stories for RA 10-16 years

- ♦ Short stories - ideal for a 20 to 30 minute reading lesson
- ♦ One page for ease of photocopying
- ♦ Perfect models for your students' own story writing

See the example on the next page



LESSON PLANS

Time savers for the teacher

- ♦ All the steps you need for each story - annotated text
- ♦ Learning outcomes and success criteria to choose from
- ♦ Detailed analysis of the story at your finger tips

Further details see page 5



FOLLOW UP ACTIVITIES using Bloom's Taxonomy

Independent activities to develop high level thinking

- ♦ High value activities - very motivating - not busy work
- ♦ An organisational necessity for your reading programme
- ♦ All the hard work has been done for you

Further details see page 7



COMPREHENSION STRATEGY INSTRUCTION

A proven process for teaching comprehension

- ♦ A developmental learning progression
- ♦ A simple routine that is easy to understand and implement
- ♦ Students get explicit instruction in the use of strategies
- ♦ Video tutorials available from www.sharpreading.com

Further details see page 9



LESSON PLANS

Time savers for the teacher

Each lesson plan follows a simple format with important prompts and useful information that allows you, the teacher, to run your lesson with minimal preparation time.

STORY SUMMARY

Use this to quickly decide whether this story will meet the interest and needs of your group.

LEARNING OUTCOMES and SUCCESS CRITERIA

Select from the list on **page 63** according to the needs of your students.

The Lesson

BEFORE READING DISCUSSION

Orientate your readers to the story - engage the brain.

The lesson plan provides you with prompts to ...

- ♦ Activate prior knowledge and personal experiences
- ♦ Introduce unfamiliar concepts readers will come across in the story
- ♦ Look for story clues in the title

GUIDED SILENT READING

The heart of the lesson - Comprehension Strategy Instruction using "The 3 Steps" teaches your readers to use and habitualise constructing meaning and critical thinking strategies while they are reading.

They learn to:

- ♦ Unpack the story for themselves
- ♦ Make sure they have got the message right
- ♦ Identify the structure of the story
- ♦ Identify the language features

AFTER READING DISCUSSION

Now that the story has been properly processed, time for:

- ♦ Reflection on the story structure
- ♦ Deeper analysis of the story to uncover the features of a good story

VIDEO TUTORIALS AVAILABLE NOW

These lesson plans outline a simple routine and a learning progression which, over time, will habitualise powerful reading strategies in your students.

SharpReading ONLINE, our online teacher training programme, provides full training in the implementation of these lessons.

www.sharpreading.com

Resource that this story can be found in and the instructional reading age

Questions to access prior knowledge and personal experiences

Suggested fast finishers activity for those who read faster than others

Questions and prompts to establish a purpose for reading each chunk of text

Bold Italics = strong language features, concepts or vocab in the text which provide interest and challenges during detailed retelling

Suggestions for follow-up discussion once the GSR process has been completed

Suggestions for reviewing the story web now that students can see the big picture

Guidelines for story critiquing

Examples of the comments students may make about the different features of a story

LESSON PLAN

Short Stories 3:5 RA 11-12 years

STORY SUMMARY
Emma is trying to avoid the latest sports session out on the field. Physical activity is just not her thing. She would rather be troubleshooting the computers in the junior school. But today something is wrong with Mrs Thompson her teacher. She just doesn't seem her normal warm friendly self. In fact, she seems to be malfunctioning and it is Emma's ITC skills which save the day and keep Mrs Thompson's secret safe from the rest of the world.

LEARNING OUTCOMES - choose from the list on page 63 according to the needs of your students

BEFORE READING DISCUSSION: Accessing prior knowledge and personal experiences
Discuss students' experiences with computers - their frustration when computers crash.
Discuss title "ICT Outdoors". What clues are there in the title?

GUIDED SILENT READING PROCESS - follow this three step process for each chunk of text (more details page 10)
Step One: SET A PURPOSE and READ: *What to look for when you read this passage.*
Step Two: DETAILED RETELLING: *Making sure we have got the message right.*
Step Three: CLEAR ROADBLOCKS and ADD to STORY WEB: *Identify new information about story structure*
Bold Italics = strong language features, vocabulary or concepts that provide interest and may present roadblocks to comprehension

Setting a Purpose: READ - look for CHARACTERS, SETTING, and the PROBLEM.

LANGUAGE FEATURES

humour

"I was not designed for sports," I moan at Mrs Thompson. She just snaps her fingers and points at the line. "I said line up at the door."
I mumble my way to the back of the queue. The idea of another game on that field makes me feel physically ill. My world is megabytes and pen drives. I live in the clouds - the iCloud.

Setting a Purpose: *Discuss personal experiences? How does this pecking order work?* READ - look for more information about the PROBLEM.

attempted humour

"I think I am actually part computer and school rules are that you are not allowed to take the school computers outside. So technically you are not allowed to take me outside."
I am desperate and my attempt to be witty falls flat. She just raises an eyebrow and looks at me disapprovingly.
"Right everyone we need to walk quietly. Rosie and Jack, run over to the P.E. shed and get the gear for Capture the Flag. Daniel!
STOP TALKING!"

Setting a Purpose: READ - look for the PROBLEM development.

**adjust something slightly*

**idiom-being cast aside*

What's going on? What has happened to my warm, friendly, sympathetic teacher who sometimes lets me skip P.E. to **tweak*** the junior school computers. Today her eyes are cold and her voice is sharp. Before school I told her about the new kittens at the SPCA but she gave me the **brush-off***. Last year we raised \$65.70 and 28 kgs worth of cat and dog food for the SPCA. It's time to gear up for this year's fundraiser. She should have been interested.

STORY STRUCTURE
Characters
Storyteller - Storyteller doesn't like sports
Mrs Thompson - teacher
Setting
At school

Feelings
Storyteller is desperate
Teacher is unsympathetic

Problem
Mrs Thompson is not behaving normally.

AFTER READING DISCUSSION

1. Story Structure : Review the story web now that the whole story has been read

- Summarise the main problem and how the characters deal with it (see suggestions below)
- What was the story about? Is there a message? Is there something we can learn from this? (theme)

Problem
Mrs Thompson is behaving strangely.

Feelings
Emma is confused by Mrs Thompson's odd behaviour.

Action
Emma uses her ICT expertise to help Mrs Thompson.

Outcome
No one else knows that Mrs Thompson is a humanoid. Her secret is safe.

Themes
Relationships Helping one another out.

2. Story Evaluation : What has the author done to try and make this a good story?
This is aimed at developing the language and the ability to critique the short story genre relating directly to Follow-up Activity 10. Use "**How Good is this Story?**" on page 69 as a basis for this discussion. The following are the sort of comments which the teacher should be looking for.

Setting: At school. The normal interaction between kids and the teacher is important to the plot.
Characters: Emma and Mrs Thompson are well developed through use of things they say, thoughts, and actions.
Story Structure: Great rise in tension as Emma tries to rescue Mrs Thompson before the rest of the class arrive. The problem is unexpected which holds the readers interest and the outcome works really well for a short story.
Theme: Strong theme - relationships (teacher / pupil).
Language Features: Story told in the first person present tense. Use of imagery 'snakes, morphed, shambled, thundering'.

FOLLOW-UP ACTIVITIES - Using Bloom's Taxonomy

- Go through the ACTIVITIES sheet with your students
- Brainstorm and discuss ideas, model activities where necessary
- Assign activities or allow choice depending on time constraints and / or the needs of your students



FOLLOW UP ACTIVITIES

using Bloom's Taxonomy

Each story has a set of follow-up activities (see example on next page). These activities are intended to be used after the students have been guided through the text in a small group.

High value activities - something for everyone

- ♦ Activities range from low level, literal responses (security for those who lack confidence) to high level analysing, creating, and evaluating tasks. Your top end learners will love these.
- ♦ Many activities allow for a visual as well as a written response to provide an alternative for reluctant writers.

An important part of Comprehension Strategy Instruction

- ♦ 'After reading' activities, especially if they incorporate the higher order thinking skills of applying, analysing, creating, and evaluating are important comprehension strategies in their own right. These activities build on the 'while reading' strategies being practised during guided reading.

An organisational necessity

- ♦ With students working independently on these activities you can focus on your instructional groups.
- ♦ Activities are designed as individual tasks to help create that quiet work focus you need so that you can concentrate on group instruction, but they can be adapted to co-operative activities if you feel your classroom organisation and class work ethic allows for it.

All the hard work has been done for you

- ♦ There is a huge amount of follow-up work included in each worksheet.
- ♦ Once the activities have been taught there is continuity from story to story; you are not having to teach lots of new activities. The challenge for the student comes from applying the known activity to a new story context.

SUGGESTIONS FOR USING THESE ACTIVITIES

- ♦ Spend time modelling the activities, discussing criteria and expectations for the different tasks to get better results. Use pages 65-68 to help you with this.
- ♦ Don't expect students to do them all. Allow choice; they will find that very motivating
- ♦ Consider using a work contract - allocate a points value for each activity with a target score that has to be achieved depending on the time available.
For example 1 = had a go at the activity
3 = completed task according to agreed criteria
5 = something extra - went beyond the requirement
Each activity can be rated 3 times - self, buddy, teacher who has the final say.
- ♦ Provide a live audience for the finished product so that the tasks are seen to be purposeful not just done 'for the teacher'. Students will piggyback off each others ideas and enthusiasm.

FOLLOW UP ACTIVITIES using Bloom's Taxonomy

Developing creative thinking and critical literacy skills

1CT OUTDOORS BY CATHERINE LUNJEVICH

ACTIVITIES

Short Stories 3:5

Bloom's Level One
Locating literal information from the text

REMEMBERING - What are the facts

1. Go back through the story and find all the information there is about the two main characters. Show this information on **CHARACTER WEBS**, one for Emma and one Mrs Thompson. **Draw a picture of each character in the centre of their web.**

Bloom's Level Two
Developing inferential comprehension skills

UNDERSTANDING - Reading between the lines

2. Why was Mrs Thompson not interested in the news about the new kittens at the SPCA? Why did Mrs Thompson want to see Emma while the rest of the class did their warm-up? **For each answer try to find a quote from the story to support your ideas.** Write your own question that requires the person answering it to read between the lines.

Bloom's Level Three
Using the information from the story in other ways

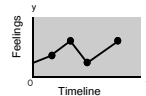
APPLYING - Using what you know from the story

3. **NEWSFLASH:** Write a news story for TV exposing Mrs Thompson's secret to the world. Include an interview with Emma, someone else in her class, maybe the school principal or a parent, getting their reaction to the news that Mrs Thompson is a humanoid. Remember to write a strong wrap-up to end your item.
4. **POETRY:** Write a poem or a rap about Mrs Thompson the humanoid teacher.

Bloom's Level Four
Analysis of the tension and the story structure

ANALYSING - Breaking down the story to show how it works

5. **STORY GRAPH:** Show how Emma is feeling during this story.
The y axis should show feelings : 0 = feeling relaxed, happy, 5 = feeling anxious
The x axis should be a timeline : 0 = beginning of the story to the end.
The dots on the graph should mark special events in the story. Label what they are.
6. Create a **STORY WEB**. You may have started this or talked about it when you read the story. Include ... **CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME**



Bloom's Level Five
Exploring another characters point of view and designing solutions to problems

CREATING - Coming up with new ideas

7. **OTHER POINT OF VIEW:** Rewrite the story from Mrs Thompson's point of view. How does she feel when she finds out that she is a humanoid - part person and part computer?
8. **DESIGN BRIEF:** Design a humanoid teacher that would be much better than a human teacher. **Label your drawings or write descriptions to explain your interesting ideas.**

Bloom's Level Six
Exploring a theme from the story by looking at both sides of a statement

EVALUATING - Exploring ideas and rating stories

9. **SEEING BOTH SIDES**
"Humanoids would make great teachers, much better than humans."
Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...

I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

Bloom's Level Six
Using criteria to critique a story

10. **HOW GOOD IS THIS STORY?**
Give this story a rating out of 5 for each of these criteria (1=Not well developed, 5=Well developed)

- ◆ **CHARACTERS** - Has the author created interesting characters? How?
- ◆ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
- ◆ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
- ◆ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.



COMPREHENSION STRATEGY INSTRUCTION

What do I teach?

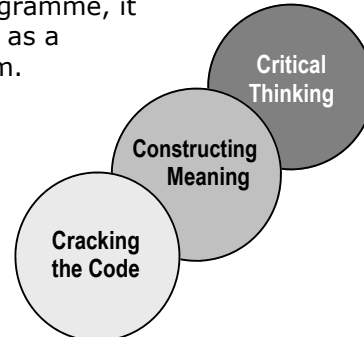
The value of recognising a developmental continuum

When putting together an instructional reading programme, it makes sense to see the acquisition of literacy skills as a developmental progression as shown in the diagram.

Initially, the space in the head of the beginning decoder is completely taken up 'cracking the code' - looking for familiar patterns and shapes; something that will help them make sense of the squiggles on the page.

As the reader develops fluency with basic decoding strategies (recognising letter sounds and shapes, blends, some sight words) they have the space in their heads to move on to a higher order task, constructing meaning from the words and sentences. As they are taught comprehension strategies and given the chance to habitualise these, there is now room for higher order critical thinking.

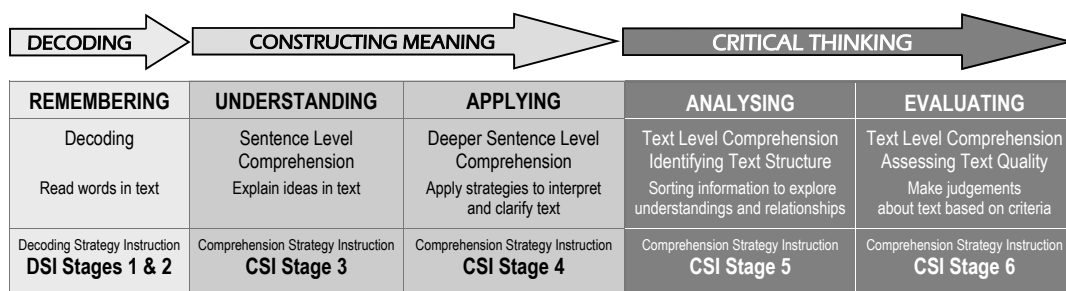
Each of these stages provides a foundation for the next. We are all too familiar with the student who decodes fluently but has little understanding of what they have read. It is very important to spend time teaching them how to construct meaning from sentences before embarking on critical thinking responses to text or open ended inquiry learning.



The SharpReading ONLiNE Developmental Continuum

Our aim has been to produce a one page framework that will guide schoolwide reading programmes through this process.

Below is an abridged version of our framework. It provides the structure needed to move students from Decoding through Constructing Meaning and on to Critical Thinking. This ensures that there is explicit instruction of all the reading strategies they need in a step-by-step progression with opportunities to habitualise each step and display fluency before adding in the next level of complexity.



SharpReading ONLiNE provides quality professional development for individuals or a school staff to upskill themselves in the delivery of these stages.

A Training Model that Works

This is step-by-step scaffolded learning available 24/7. Teachers can work at their own pace or coordinate with other staff to explore the teaching steps together.

For more information, recommendations from other schools, and data on the effectiveness of this training programme, visit www.sharpreading.com



COMPREHENSION STRATEGY INSTRUCTION

How do I teach it?

A Guided Reading Routine that gets results

"The Three Steps" provides you with the answer; a systematic, predictable routine that takes all the stress out of "what do I do" for you the teacher and your students.

THE THREE STEPS

For each chunk or paragraph of text

STEP 1: Read Silently (All CSI Stages)

Practice using strategies independently

STEP 2: Detailed Retelling

Use "I think that means " (CSI Stage 3) and the DEEP FIVE comprehension strategies (CSI Stage 4) to unpack sentences

"Have we got the message right?"

STEP 3: Clear the Roadblocks (All stages)

The chance to 'fix-it-up' when constructing meaning has broken down

Identify the story Structure as we are reading (CSI Stage 5A)

Look for evaluation criteria (CSI Stage 6)

Now you are ready for the next chunk of text - back to Step 1

This is an instructional process based on the most current research on comprehension instruction and is now used extensively in schools. There is significant data available on its success in raising the understanding of text for all readers - proficient and struggling.

- ♦ Students move from being passive participants to active readers as they are required to take responsibility for making meaning.
- ♦ Students unpack the text ... you oversee the process.
- ♦ "The Three Steps" provides a transparent routine - students understand what they are doing and why.

Go to our website **www.sharpreading.com** to view our video tutorials and other support material to get the most out of this teaching approach.

THE STORIES

FOLLOW UP ACTIVITIES

and

LESSON PLANS

THE UN-WASHABLE TRUCK

BY SEB PARR

"Hey Sam, do you want to earn ten dollars?" asked Dad. Sam's ears pricked up. He put his X-Box on pause and turned to face Dad. In his head he had already listed the ways he could spend ten dollars; a huge bag of lollies, a mountain of ice cream, a HeroMan comic. "What do I have to do?" Sam asked. "I took the 4-wheel drive through the bush this morning," said Dad. "The truck needs a really good clean." Dad smiled and threw Sam a rag.

Outside, Sam was greeted by a sight that would terrify any car cleaner. He had seen a muddy truck before, but this was something else. Standing before him wasn't a truck. It was a truck-sized mud hill. If it hadn't been for the two side mirrors poking out of it, he would never have guessed it was a truck.

He made a start on what looked like the front bumper. He scrapped, he scrubbed, he chipped, he rubbed. After five minutes he stood back to inspect his work. Nothing much had changed. In fact he couldn't even see where he had been. The pile of mud just smirked at him. "I am here to stay," it seemed to say. This had gone beyond just a job for ten dollars. This was a challenge right up there with Level 4 on Dragonslayer.

Sam went in search of the garden hose. Dad had a super spray attachment on the end of the hose that he used to water blast the deck and the path in spring. That should do the trick. The hose spluttered and gasped before unleashing a blast of water which Sam directed at the hill of mud. Water spray went everywhere as the jet of water drilled into the mud. Sam pressed the off button on the super spray to check the progress. He couldn't believe it – nothing had changed! The wet mud glistened in the sunlight, mocking him. "Is that all you've got?"

It was time for the final solution. Sam went into the garage and dug out his SoakMaster 6000. Very few people have heard of the SoakMaster 6000. It wasn't just any old water gun. It was easily the most powerful water gun in the universe. Sam filled it up with water and hooked it up to Dad's air compressor. He waited until the pressure gauge was well into the red, pulled down his safety goggles and marched out of the garage for the showdown. He got into the recommended firing position (feet well spread apart and leaning forward to absorb the recoil) and fired. What happened next could only be described as chaos. Even the sun was blocked out by the furious encounter between water and mud. Finally, his tank empty, Sam took his finger off the trigger. As the mist cleared, as night became day again, Sam peered out at the result. SUCCESS - he had done it. Standing before him was a perfectly clean truck.

Dad came outside to check his work, ten dollars in his hand. He took one look at Sam and fell to the ground laughing. Sam caught a glimpse of his reflection in the shiny truck and understood why – he was now Mud Boy; covered from head to toe in gooey slimy mud.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Themes

THE UN-WASHABLE TRUCK

BY SEB PARR

ACTIVITIES

Short Stories 3:1

REMEMBERING - What are the facts

1. Make a list of all the information you can find in the story about Sam.
Show this information on a **CHARACTER WEB**.
Draw a picture of Sam in the centre of his character web.

UNDERSTANDING - Reading between the lines

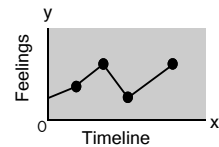
2. What clue is there in the story that tells you that Sam enjoys a challenge?
Do you think that Sam had defeated the mud at the end of the story?
For each answer try to find a quote from the story to support your ideas.
Write your own question that requires the person answering it to read between the lines.

APPLYING - Using what you know from the story

3. **NEWSFLASH:** Write a news story for the TV news about the "Un-washable Truck".
Include an interview with Sam to find out how he felt about his battle with the mud hill.
Remember to write a strong wrap-up to end your news story.
Practise with a friend and be ready to present it to your group or class as a role play.
4. **POETRY:** Write a poem or a rap song about Sam's showdown with the mud hill.

ANALYSING - Breaking down the story to show how it works

5. **STORY GRAPH:** Show how Sam is feeling throughout this story.
The y axis should show feelings : 0 = feeling happy, 5 = feeling anxious, upset.
The x axis should be a timeline : 0 = beginning of the story to the end.
The dots on the graph should mark special events in the story. Label what they are.
6. Create a **STORY WEB**. You may have started this or talked about it when you read the story.
Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME



CREATING - Coming up with new ideas

7. **WHAT COMES NEXT:** What will happen to Mud Boy?
Brainstorm at least 3 possibilities. Choose your best idea.
Write the next chapter in this story **OR** show what happens as a comic strip.
8. **DESIGN BRIEF:** Design an automatic car cleaning system which never allows mud to attach itself to cars.
Label your drawings or write descriptions to explain your interesting ideas.

EVALUATING - Exploring ideas and rating stories

9. SEEING BOTH SIDES

"Kids shouldn't have to wash their father's dirty trucks"

Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...	I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

10. HOW GOOD IS THIS STORY

Give this story a rating out of 5 for each of the following criteria (1 = weak, 5 = excellent)

- ♦ **CHARACTERS** - Has the author created interesting characters?
- ♦ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
- ♦ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
- ♦ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.

LESSON PLAN

THE UN-WASHABLE TRUCK

Short Stories 3:1 RA 10-11 years

BY SEB PARR

STORY SUMMARY

Sam has a job to do - clean his father's 4-wheel drive truck. But Dad's drive through the bush has created much more of a mess than Sam was anticipating. The truck is absolutely covered in mud that seems to have a mind of its own, and what starts off as a simple chore, turns into a massive conflict.

LEARNING OUTCOMES - choose from the list on page 63 according to the needs of your students

BEFORE READING DISCUSSION: Accessing prior knowledge and personal experiences

Discuss title "The Un-Washable Truck" - what clues are there in this title about the story?

Discuss students' experiences with washing cars. What are the problems?

GUIDED SILENT READING PROCESS - follow this three step process for each chunk of text (more details page 10)

Step One: SET A PURPOSE and READ: *What to look for when you read this passage.*

Step Two: DETAILED RETELLING: *Making sure we have got the message right.*

Step Three: CLEAR ROADBLOCKS and ADD to STORY WEB: *Identifying new information about story structure.*

Bold Italics = strong language features, vocabulary or concepts that provide interest and may present roadblocks to comprehension.

Setting a Purpose: **READ - look for SETTING and CHARACTERS.**

Fast Finishers - Use the margin to make notes for your story web.

STORY STRUCTURE

LANGUAGE FEATURES

"Hey Sam, do you want to earn ten dollars?" asked Dad. Sam's ears pricked up. He put his X-Box on pause and turned to face Dad. In his head he had already listed the ways he could spend ten dollars; a huge bag of lollies, a mountain of ice cream, a HeroMan comic. "What do I have to do?" Sam asked. "I took the 4-wheel drive through the bush this morning," said Dad. "The truck needs a really good clean." Dad smiled and threw Sam a rag.

Characters

Sam

Setting

At home

Setting a Purpose: **What might the problem be. Brainstorm possibilities.**

READ - look for the PROBLEM.

Fast Finishers - Use the margin to make notes for your story web

Outside, Sam was greeted by a sight that would terrify any car cleaner. He had seen a muddy truck before, but this was something else. Standing before him wasn't a truck. It was a truck-sized mud hill. If it hadn't been for the two side mirrors poking out of it, he would never have guessed it was a truck.

Problem

Dad's truck is VERY muddy.

Setting a Purpose: **How is Sam going to react to this?**

READ - look for the development of the PROBLEM and FEELINGS.

Fast Finishers - Use the margin to make notes for your story web

He made a start on what looked like the front bumper. He scrapped, he scrubbed, he chipped, he rubbed. After five minutes he stood back to inspect his work. Nothing much had changed. In fact he couldn't even see where he had been. The pile of mud just **smirked at him**.

personification "I am here to stay," it seemed to say.

This had gone beyond just a job for ten dollars. This was a challenge right up there with Level 4 on Dragonslayer.

Problem

The job is much harder than he had expected.

Feelings

This has become more than a job. It is a challenge.

Setting a Purpose: **What will Sam do next? Brainstorm possibilities.**

READ - look for the ACTION and the OUTCOME.

Fast Finishers - Use the margin to make notes for your story web

Sam went in search of the garden hose. Dad had a super spray attachment on the end of the hose that he used to water blast the deck and the path in spring. That should do the trick. The hose spluttered and gasped before unleashing a blast of water which Sam directed at the hill of mud. Water spray went everywhere as the jet of water drilled into the mud. Sam pressed the off button on the super spray to check the progress. He couldn't believe it - nothing had changed! The wet mud glistened in the sunlight, **mocking him**. "Is that all you've got?"

personification

Action

Sam tries the super spray hose attachment.

Outcome

It doesn't make any difference. The mud is mocking his efforts.

Setting a Purpose: What will Sam do next? Brainstorm possibilities.

READ - look for the ACTION and OUTCOME

Fast Finishers - Use the margin to make notes for your story web

tension rises as the conflict intensifies

**to move back suddenly
a state of complete disorder and confusion

metaphor

It was time for the ultimate solution. Sam went into the garage and dug out his SoakMaster 6000. Very few people have heard of the SoakMaster 6000. It wasn't just any old water gun. It was easily the most powerful water gun in the universe. Sam filled it up with water and hooked it up to Dad's air compressor. He waited until the pressure gauge was **well into the red**, pulled down his safety goggles and marched out of the garage for the showdown. He got into the recommended firing position (feet well spread apart and leaning forward to **absorb the recoil***) and fired. What happened next could only be described as **chaos***. Even the sun was blocked out by the furious encounter between water and mud. Finally, his tank empty, Sam took his finger off the trigger. As the mist cleared, **as night became day again**, Sam peered out at the result. **SUCCESS** - he had done it. Standing before him was a perfectly clean truck.

Action

It is time for the SoakMaster 6000

Outcome

Success - the truck is clean.

Setting a Purpose: How is this going to end?

READ - look for the OUTCOME.

Fast Finishers - Use the margin to make notes for your story web

Dad came outside to check his work, ten dollars in his hand. He took one look at Sam and fell to the ground laughing. Sam caught a glimpse of his reflection in the shiny truck and understood why - he was now Mud Boy; covered from head to toe in gooey slimy mud.

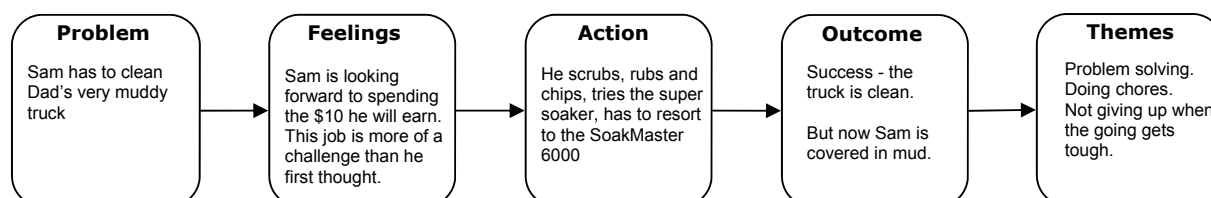
Outcome

But the mud has transferred itself to him - a new problem!

AFTER READING DISCUSSION

1. Story Structure : Review the story web now that the whole story has been read

- Summarise the main problem and how the characters deal with it (see suggestions below)
- What was the story about? Is there a message? Is there something we can learn from this? (theme)



2. Story Evaluation : What has the author done to try and make this a good story?

This is aimed at developing the language and the ability to critique the short story genre relating directly to Follow-up Activity 10.

Use **"How Good is this Story?"** on page 68 as a basis for this discussion.

The following are the sort of comments which the teacher should be looking for.

Setting: At home. Not significant, just a backdrop to the action.

Characters: Character development - Sam's determination to get the better of the problem.

Story Structure: Interesting problem - something to identify with. Simple plot - three episodes with rising tension. Resolution of the problem but a new problem provides a twist.

Theme: Explores solving problems and overcoming difficulties.

Language Features: The mud is personified which adds nicely to the conflict - makes the story more interesting.

FOLLOW-UP ACTIVITIES - Using Bloom's Taxonomy

- Go through the ACTIVITIES sheet with your students
- Brainstorm and discuss ideas, model activities where necessary
- Assign activities or allow choice depending on time constraints and / or the needs of your students

Princess Erina

by Rose Gregory

In a land not too far away from here, there lived a beautiful princess named Erina. Sadly, her parents had died and Erina lived alone in a high grey stone tower. Every morning, Erina would dress in one of her beautiful gowns and adorn herself with jewels. Then she would go to the big window of the tower where she could look out on the world. She was waiting for a handsome prince to ride by, fall in love with her and rescue her from her lonely, empty life.

It was very boring most of the time. Occasionally, she would see someone who looked like a prince in the distance. But the only people who passed close by were servant boys, gardeners or farmers on their way to market. Erina tried to pass the time usefully reading books or playing the piano but as time went on, she grew more and more bored. Even the servants, gardeners and farmers were having more fun than she was! The idea grew in her mind that perhaps she did not need to wait for a handsome prince. Perhaps she could go and find one. On the way, she could have some fun!

One morning, full of excitement, Erina stepped out of the tower into the big, wide world. Everything seemed fresh and new. The sky was brilliant blue, the sun was shining warmly and the birds were singing. Erina hummed as she walked along.

Soon, she met a young boy fishing in the river.
"Hello," she said. "Could you teach me how to catch a fish?"
The boy willingly agreed for she was a very beautiful young woman.
Before long, Erina had caught a large trout. She put it in her basket, and thanking the boy, went on her way.

She came to a cottage. The wonderful smell of baking bread drifted out of the open doorway where a woman was standing.
"Hello," called Erina. "Could you teach me how to make bread that smells as good as yours?"
The woman agreed willingly, for it was pleasant to have company. For some time, they worked and talked together. When Erina's bread was ready, she put it in her basket and, thanking the woman, went on her way.

By and by, she found herself walking beside a grand mansion surrounded by huge and lofty trees.
"Greetings, beautiful princess," called a voice.
Erina looked up and saw a handsome young man looking out of a high window. He had dark eyes and a flashing smile.
"I've been waiting for you," he called again. "You're the one who will fall in love with me and rescue me!"
Astonished, Erina looked around. There did not seem to be anything obvious for the young man to be rescued from.
"What do you need to be rescued from?" she asked, puzzled.
"Oh, you know ... my lonely and empty life," he replied.
Erina felt a little cross.
"I thought handsome princes went out to rescue beautiful princesses," she said, "not the other way around."
"Anything goes these days," said the prince.
Erina paused, thinking. Here was someone who was in the same situation that she had been in not so long ago. And yet, she had little sympathy for him. In fact, she found him rather pathetic.
"Do you know what I think?" she said. "I think that you need to rescue *yourself* from your lonely and empty life. As for me, I'm going home."
Abruptly, she turned and walked away.

*

*

*

When Erina reached her tower again, she was tired but very happy. She cooked the trout and ate it together with the bread she had made. And, quite honestly, she thought it was the best food that she had ever eaten.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Themes

princess Erina

by ROSE GREGORY

ACTIVITIES

Short Stories 3:2

REMEMBERING - What are the facts

1. Make a list of all the information you can find in the story about Princess Erina.
Show this information on a **CHARACTER WEB**.
Draw a picture of Princess Erina in the centre of her character web.

UNDERSTANDING - Reading between the lines

2. Why was the prince waiting for someone to rescue him?
Why did Princess Erina think the food she had made was the best food she had ever eaten?
For each answer try to find a quote from the story to support your ideas.
Write your own question that requires the person answering it to read between the lines.

APPLYING - Using what you know from the story

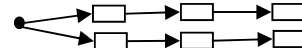
3. **NEWSFLASH:** Write a news story for the TV news about how things are changing for princes and princesses. Include an interview with the prince to find out how he felt about being ignored by the princess. Remember to write a strong wrap-up to end your news story.
Practise with a friend and be ready to present it to your group or class as a role play.
4. **POETRY:** Write a poem or a rap song about the wimpy prince.

ANALYSING - Breaking down the story to show how it works

5. **STORY MAP:** Draw a story map of all the settings in this story and how they are linked. Use labels to show the places mentioned and the events that took place.
Be prepared to explain your Story Map to others.
6. Create a **STORY WEB**. You may have started this or talked about it when you read the story. Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME

CREATING - Coming up with new ideas

7. **WHAT IF:** "You are the one who will fall in love with me and rescue me."
Brainstorm some other directions that this story could go in from this point on. Use flow charts. Choose your best idea and rewrite the last part of the story
OR Draw it as a comic strip with speech and thought bubbles
8. **DESIGN BRIEF:** Design the ultimate handsome prince who would be just right for the new enlightened Princess Erina.
Label your drawings or write descriptions to explain your interesting ideas.



EVALUATING - Exploring ideas and rating stories

9. SEEING BOTH SIDES

"It is only fair that princesses should rescue princes"

Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...

I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

10. HOW GOOD IS THIS STORY

Give this story a rating out of 5 for each of the following criteria (1 = weak, 5 = excellent)

- ♦ **CHARACTERS** - Has the author created interesting characters?
- ♦ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
- ♦ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
- ♦ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.

LESSON PLAN

Short Stories 3:2 RA 10-11 years

Princess Erina by Rose Gregory

STORY SUMMARY

Princess Erina was just your typical princess, hanging around in her tower waiting for a handsome prince to rescue her from her lonely life. Until one day she decided that waiting around wasn't good enough and she would go looking instead of waiting. A whole new world opens up to her and when she does find a handsome prince she decides he is not really what she is looking for.

LEARNING OUTCOMES - choose from the list on page 63 according to the needs of your students

BEFORE READING DISCUSSION: Accessing prior knowledge and personal experiences
Discuss title "Princess Erina" - what clues are there in this title about the story?
Discuss students' thoughts about princesses in fairy tales.

GUIDED SILENT READING PROCESS - follow this three step process for each chunk of text (more details page 10)

Step One: SET A PURPOSE and READ: *What to look for when you read this passage.*

Step Two: DETAILED RETELLING: *Making sure we have got the message right.*

Step Three: CLEAR ROADBLOCKS and ADD to STORY WEB: *Identifying new information about story structure.*

Bold Italics = strong language features, vocabulary or concepts that provide interest and may present roadblocks to comprehension.

Setting a Purpose: **READ - look for SETTING, CHARACTERS, and the PROBLEM**

Fast Finishers - Use the margin to make notes for your story web.

STORY STRUCTURE

LANGUAGE FEATURES

*to add decorations

In a land not too far away from here, there lived a beautiful princess named Erina. Sadly, her parents had died and Erina lived alone in a high grey stone tower. Every morning, Erina would dress in one of her beautiful gowns and **adorn*** herself with jewels. Then she would go to the big window of the tower where she could look out on the world. She was waiting for a handsome prince to ride by, fall in love with her and rescue her from her lonely, empty life.

Characters

Princess Erina

Setting

Erina's lonely tower

Problem

Waiting for a prince to rescue her from her lonely empty life.

Setting a Purpose: **What might happen next? Brainstorm possibilities.**

READ - look for the PROBLEM development.

Fast Finishers - Use the margin to make notes for your story web

It was very boring most of the time. Occasionally, she would see someone who looked like a prince in the distance. But the only people who passed close by were servant boys, gardeners or farmers on their way to market. Erina tried to pass the time usefully reading books or playing the piano but as time went on, she grew more and more bored. Even the servants, gardeners and farmers were having more fun than she was! The idea grew in her mind that perhaps she did not need to wait for a handsome prince. Perhaps she could go and find one. On the way, she could have some fun!

Feelings

Erina got very bored.

Action

She decided to go out and find a prince rather than waiting for one to come along.

Setting a Purpose: **What might happen next? Brainstorm possibilities.**

READ - look for the ACTION.

Fast Finishers - Use the margin to make notes for your story web

Erina's changed perception of the world

One morning, full of excitement, Erina stepped out of the tower into the big, wide world. Everything seemed fresh and new. The sky was brilliant blue, the sun was shining warmly and the birds were singing. Erina hummed as she walked along.

Action

One day she set off

Feelings

Everything felt fresh and new

Setting a Purpose: **READ - look for the ACTION.**

Fast Finishers - Use the margin to make notes for your story web

Fairy Story format:
Episode 1
character's motivation

Soon, she met a young boy fishing in the river.
"Hello," she said. "Could you teach me how to catch a fish?"
The boy willingly agreed for **she was a very beautiful young woman**. Before long, Erina had caught a large trout. She put it in her basket, and thanking the boy, went on her way.

Fairy Story format:
Episode 2
character's motivation

She came to a cottage. The wonderful smell of baking bread drifted out of the open doorway where a woman was standing.
"Hello," called Erina. "Could you teach me how to make bread that smells as good as yours?"
The woman agreed willingly, for **it was pleasant to have company**. For some time, they worked and talked together. When Erina's bread was ready, she put it in her basket and, thanking the woman, went on her way.

Action

She learnt how to catch a fish.
She learnt how to bake bread.

Setting a Purpose: What might happen next? Brainstorm possibilities.
READ - look for the OUTCOME.

Fast Finishers - Use the margin to make notes for your story web

Fairy Story format: By and by, she found herself walking beside a grand mansion surrounded by huge and lofty trees.
Episode 3
strong adjectives "Greetings, beautiful princess," called a voice. Erina looked up and saw a handsome young man looking out of a high window. He had **dark eyes** and a **flashing smile**.
"I've been waiting for you," he called again. "You're the one who will fall in love with me and rescue me!"
Astonished, Erina looked around. There did not seem to be anything obvious for the young man to be rescued from.
"What do you need to be rescued from?" she asked, puzzled.
"Oh, you know ... my lonely and empty life," he replied.
Erina felt a little cross.
"I thought handsome princes went out to rescue beautiful princesses," she said, "not the other way around."
social comment "Anything goes these days," said the prince.
Erina paused, thinking. Here was someone who was in the same situation that she had been in not so long ago. And yet, she had little sympathy for him. In fact, she found him rather **pathetic**.
Erina's epiphany "Do you know what I think?" she said. "I think that you need to rescue *yourself* from your lonely and empty life. As for me, I'm going home." Abruptly, she turned and walked away.

Outcome
Erina realised that she was capable of rescuing herself

Setting a Purpose: How is this going to end? Brainstorm possibilities.
READ - look for the OUTCOME.

Fast Finishers - Use the margin to make notes for your story web

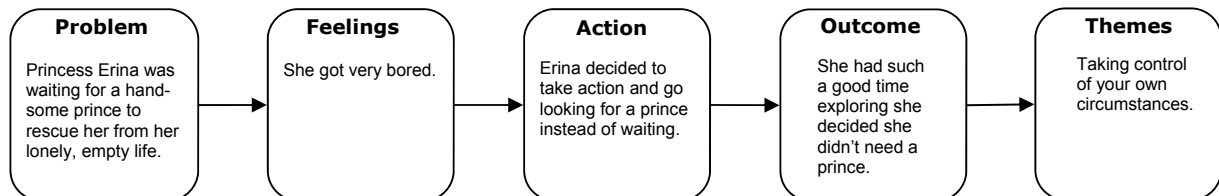
When Erina reached her tower again, she was tired but very happy. She cooked the trout and ate it together with the bread she had made. And, quite honestly, she thought it was the best food that she had ever eaten.

Outcome
Erina was happy with the changes she was making to her life.

AFTER READING DISCUSSION

1. Story Structure : Review the story web now that the whole story has been read

- Summarise the main problem and how the characters deal with it (see suggestions below)
- What was the story about? Is there a message? Is there something we can learn from this? (theme)



2. Story Evaluation : What has the author done to try and make this a good story?

This is aimed at developing the language and the ability to critique the short story genre relating directly to Follow-up Activity 10.
Use **"How Good is this Story?"** on page 68 as a basis for this discussion.
The following are the sort of comments which the teacher should be looking for.

Setting: A 'fairy tale' setting provides an important for the story.

Characters: Princess Erina 'finds' herself (character development). The handsome prince is a funny variation on the traditional handsome prince character. The story is interesting because the characters are 'modern'.

Story Structure: Simple storyline mirroring a traditional fairy story format. Satisfying ending - different from 'happily ever after'.

Theme: A strong PC theme - rejection of traditional stereotypes, taking control of your own destiny.

Language Features: Fairy story writing style. Humorous characterisation (the prince).

FOLLOW-UP ACTIVITIES - Using Bloom's Taxonomy

- Go through the ACTIVITIES sheet with your students
- Brainstorm and discuss ideas, model activities where necessary
- Assign activities or allow choice depending on time constraints and / or the needs of your students

WIN-WIN BY ROSE GREGORY

There once lived an old couple in their humble home beside the sea. Together they kept chickens, milked a cow and grew a few vegetables. The old man, Teban, went fishing and his wife, Lucilla, wove sturdy baskets and flax mats which she took to market. Teban and Lucilla had always worked hard and cheerfully faced the difficulties of harsh weather, high seas, and chicken thieves. But now they were growing tired. Unfortunately, as they had no children, there was no-one to help and support them in their old age.

One afternoon as they sat looking out to sea, Lucilla said, "I wish you would row to that island out there. I have heard that there are goats there with magnificent fleeces. If you caught one of them, we could clip its fleece every year. I could weave beautiful robes that would fetch high prices at the market."

Teban squinted out at the island.

"It is a long way," he said, "but I will try."

The next morning he set out to the island. Although it was a fine day with little wind, the constant rowing was exhausting. However, after several rests to catch his breath and wipe his brow, Teban arrived and found a sandy little bay where he could land. Looking about, Teban saw goats among the bushes, foraging for food. Their beautiful coats shone in the sunlight and when they shook their heads, their long fleeces rippled with varying shades of colour. Some were light and creamy with streaks of dark gray, some were black with flecks of silver, some were rich shades of brown.

"How splendid their fleeces are! If I can catch a goat and take it home with me, Lucilla and I will be able to live comfortably for the rest of our days," he thought. However, try as he might, he could not get near enough to a goat to capture it. He tried sneaking between the bushes, and throwing a loop of rope. Time and again, his aim missed as the goats side-stepped and trotted away. Hot and breathless, he sat down with his back against a big rock and fell asleep.

Sometime later, Teban woke to a strange little sound; a goat nibbling on vegetation. In fact, he could see its back leg just beyond the rock. Summoning his strength, he lunged, grabbed the goat's leg and looped his rope around it quickly. The goat struggled but Teban had the advantage of surprise. He wound the other end of his rope around the trunk of a tree and looked at his prize. It was a young female with a long fine white fleece.

"You are beautiful!" gasped Teban. "I will take you home and clip off your lovely fleece so that my wife can make valuable garments."

"Please don't take me away," said the goat. "This is my home. My family is here. I would be so lonely and sad if I had to leave."

Teban's mouth dropped opened in astonishment.

The goat continued to plead with him. "I will give you my fleece willingly in return for my freedom. It becomes unbearably hot in summer anyway. You are welcome to it."

"Mine too," said a handsome black goat who had come to investigate.

"And mine. Yes, mine too," a chorus of goats agreed.

The stars were out by the time Teban pulled his boat up on the home shore. Lucilla, running out to greet him, stopped and stared in amazement at the little boat piled high with goat fleeces. They lay in big heaps tied down with rope and they gleamed in the moonlight.

"I had to use my fishing knife - but it served well enough!" grinned Teban. The old couple hugged each other and laughed happily, knowing that they would have enough money for the rest of their lives.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Themes

WIN-WIN BY ROSE GREGORY

ACTIVITIES

Short Stories 3:3

REMEMBERING - What are the facts

1. Go back through the story and find all the information there is about the two main characters. Show this information on **CHARACTER WEBS**, one for Teban and one for Lucilla.
Draw a picture of each character in the centre of their character web.

UNDERSTANDING - Reading between the lines

2. Why is the story called "Win-Win"?
What tells you that life was not going well for Teban and Lucilla?
For each answer try to find a quote from the story to support your ideas.
Write your own question that requires the person answering it to read between the lines.

APPLYING - Using what you know from the story

3. **NEWSFLASH:** Write a news story for the TV news about the discovery of the goats on this island and the wonderful garments that Lucinda has made from their fleeces.
Include an interview with Teban and Lucilla and one of these talking goats.
Remember to write a strong wrap-up to end your news story.
Practise with a friend and be ready to present it to your group or class as a role play.
4. **POETRY:** Write a poem or a rap song about the goats with the gorgeous fleeces.

ANALYSING - Breaking down the story to show how it works

5. **STORY MAP:** Draw a story map of all the settings in this story and how they are linked. Use labels to show the places mentioned and the events that took place.
Be prepared to explain your Story Map to others.
6. Create a **STORY WEB**. You may have started this or talked about it when you read the story. Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME

CREATING - Coming up with new ideas

7. **WHAT COMES NEXT:** The future seems rosy for Teban and Lucilla. Brainstorm some possible problems that might crop up with their new business.
Choose one of your ideas and write the next chapter in their lives **OR** show what happens as a comic strip.
8. **DESIGN BRIEF:** Design an automatic fleece shearing machine for the goats that could be installed on the island allowing the goats to get rid of their fleeces when they get too hot and store them for Teban to collect once a year.

EVALUATING - Exploring ideas and rating stories

9. **SEEING BOTH SIDES**

"It is wrong for humans to use animals to make money."

Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...

I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

10. **HOW GOOD IS THIS STORY**

Give this story a rating out of 5 for each of the following criteria (1 = weak, 5 = excellent)

- ♦ **CHARACTERS** - Has the author created interesting characters?
- ♦ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
- ♦ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
- ♦ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.

LESSON PLAN		WIN-WIN BY ROSE GREGORY	
Short Stories 3:3 RA 10-11 years			
STORY SUMMARY			
Teban and Lucilla have lived happily for many years in their home beside the sea. But as they get older life becomes harder. Lucilla has heard that there are some goats on a nearby island with magnificent fleeces which she could use to make beautiful clothes to sell. Teban rows to the island to bring back a goat but the goats are too hard to catch and it looks like Teban's journey is in vain.			
LEARNING OUTCOMES - choose from the list on page 63 according to the needs of your students			
BEFORE READING DISCUSSION: Accessing prior knowledge and personal experiences			
Discuss title "Win-Win" - what clues are there in this title about the story?			
Discuss students' experiences with Win-Win situations.			
GUIDED SILENT READING PROCESS - follow this three step process for each chunk of text (more details page 10)			
Step One: SET A PURPOSE and READ: What to look for when you read this passage.			
Step Two: DETAILED RETELLING: Making sure we have got the message right.			
Step Three: CLEAR ROADBLOCKS and ADD to STORY WEB: Identifying new information about story structure.			
Bold Italics = strong language features, vocabulary or concepts that provide interest and may present roadblocks to comprehension.			
Setting a Purpose: READ - look for SETTING, CHARACTERS and PROBLEM.		STORY STRUCTURE	
Fast Finishers - Use the margin to make notes for your story web.			
LANGUAGE FEATURES	There once lived an old couple in their humble home beside the sea. Together they kept chickens, milked a cow and grew a few vegetables. The old man, Teban, went fishing and his wife, Lucilla, wove sturdy baskets and flax mats which she took to market. Teban and Lucilla had always worked hard and cheerfully faced the difficulties of harsh weather, high seas, and chicken thieves. But now they were growing tired. Unfortunately, as they had no children, there was no-one to help and support them in their old age.	Characters Teban and Lucilla	
shows their character		Setting By the sea	
		Problem Life was getting hard for Teban and Lucilla	
		Feelings They are tired	
Setting a Purpose: What could they do to make life easier? Brainstorm possibilities.			
READ - look for the ACTION.			
Fast Finishers - Use the margin to make notes for your story web			
woolly coat	One afternoon as they sat looking out to sea, Lucilla said, "I wish you would row to that island out there. I have heard that there are goats there with magnificent fleeces. If you caught one of them, we could clip its fleece every year. I could weave beautiful robes that would fetch high prices at the market." Teban squinted out at the island. "It is a long way," he said, "but I will try."	Action Lucilla wants Teban to bring her a goat from a nearby island	
Setting a Purpose: How will this plan turn out? Brainstorm possibilities.			
READ - look for the ACTION.			
Fast Finishers - Use the margin to make notes for your story web			
strong description	The next morning he set out to the island. Although it was a fine day with little wind, the constant rowing was exhausting. However, after several rests to catch his breath and wipe his brow, Teban arrived and found a sandy little bay where he could land. Looking about, Teban saw goats among the bushes, foraging for food. Their beautiful coats shone in the sunlight and when they shook their heads, their long fleeces rippled with varying shades of colour. Some were light and creamy with streaks of dark gray, some were black with flecks of silver, some were rich shades of brown.	Action Teban rows to the nearby island to try and catch a goat	
Setting a Purpose: What will happen next? Brainstorm possibilities.			
READ - look for the OUTCOME.			
Fast Finishers - Use the margin to make notes for your story web			
	"How splendid their fleeces are! If I can catch a goat and take it home with me, Lucilla and I will be able to live comfortably for the rest of our days," he thought. However, try as he might, he could not get near enough to a goat to capture it. He tried sneaking between the bushes, and throwing a loop of rope. Time and again, his aim missed as the goats side-stepped and trotted away. Hot and breathless, he sat down with his back against a big rock and fell asleep.	Outcome The goats are too hard to catch.	
		Feelings Teban is tired	
		Action He falls asleep	

Setting a Purpose: *What will happen next? Brainstorm possibilities.*
READ - look for the ACTION and OUTCOME.

Fast Finishers - Use the margin to make notes for your story web

Sometime later, Teban woke to a strange little sound; a goat nibbling on vegetation. In fact, he could see its back leg just beyond the rock. Summoning his strength, he lunged, grabbed the goat's leg and looped his rope around it quickly. The goat struggled but Teban had the advantage of surprise. He wound the other end of his rope around the trunk of a tree and looked at his prize. It was a young female with a long fine white fleece.

Action

Teban manages to catch a goat

Setting a Purpose: **READ - look for the OUTCOME.**

Fast Finishers - Use the margin to make notes for your story web

"You are beautiful!" gasped Teban. "I will take you home and clip off your lovely fleece so that my wife can make valuable garments."
"Please don't take me away," said the goat. "This is my home. My family is here. I would be so lonely and sad if I had to leave."
Teban's mouth dropped opened in astonishment. The goat continued to plead with him.
"I will give you my fleece willingly in return for my freedom. It becomes unbearably hot in summer anyway. You are welcome to it."
"Mine too," said a handsome black goat who had come to investigate.
"And mine. Yes, mine too," a chorus of goats agreed.

Outcome

The goat offers his fleece in return for his freedom.
Other goats offer theirs as well.

Setting a Purpose: *How is this going to end?*
READ - look for the OUTCOME.

Fast Finishers - Use the margin to make notes for your story web

The stars were out by the time Teban pulled his boat up on the home shore. Lucilla, running out to greet him, stopped and stared in amazement at the little boat piled high with goat fleeces. They lay in big heaps tied down with rope and they gleamed in the moonlight.
"I had to use my fishing knife - but it served well enough!" grinned Teban. The old couple hugged each other and laughed happily, knowing that they would have enough money for the rest of their lives.

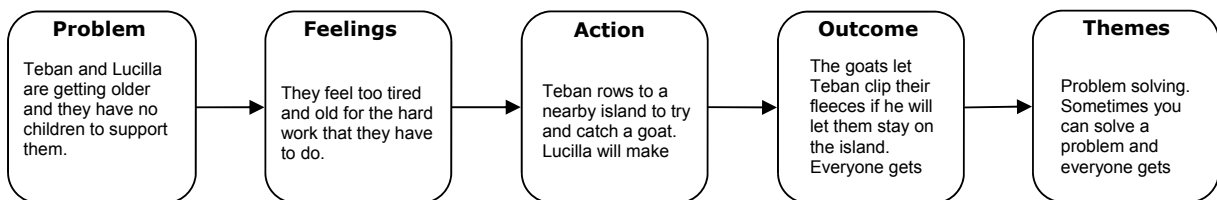
Outcome

Teban and Lucilla have all the fleeces they need and the goats have got rid of their hot fleeces.

AFTER READING DISCUSSION

1. Story Structure : Review the story web now that the whole story has been read

- Summarise the main problem and how the characters deal with it (see suggestions below)
- What was the story about? Is there a message? Is there something we can learn from this? (theme)



2. Story Evaluation : What has the author done to try and make this a good story?

This is aimed at developing the language and the ability to critique the short story genre relating directly to Follow-up Activity 10. Use **"How Good is this Story?"** on page 68 as a basis for this discussion. The following are the sort of comments which the teacher should be looking for.

Setting: Important to the story. It provides the backdrop to the problem and the action.

Characters: Good people - we feel sympathy for them and happy that things work out in the end.

Story Structure: Interesting problem holds the readers attention. Simple storyline with a satisfying resolution to the problem.

Theme: Strong theme - the best solution to a problem is where everyone gets what they want.

Language Features: Fable or folk tale format (talking animals and a moral) establishes the tone and writing style of the story.

FOLLOW-UP ACTIVITIES - Using Bloom's Taxonomy

- Go through the ACTIVITIES sheet with your students
- Brainstorm and discuss ideas, model activities where necessary
- Assign activities or allow choice depending on time constraints and / or the needs of your students

Time Warp by seb parr

Of all the subjects at school, history was the one that bored Jack the most. Today's lesson was about the Middle Ages; knights and ladies, jesters and magicians. Although the thought of knights charging at each other with drawn swords was pretty cool, when it came to history Jack always struggled to stay focused. Today his mind was on the bag of chips and bottle of coke in his school bag.

The school bell snapped him out of his daydream. He quickly packed up his books and pencil case. Outside he waved goodbye to his mates, grabbed his bike and headed for home. But today was different. For some reason knights and jesters were still on his mind.

His ride home took him through a forest in the centre of the local park. As Jack hurtled down the narrow track he imagined himself as a knight on his horse crashing through the undergrowth, chasing after a fire-breathing dragon. As he rode he drew his sword (his school ruler) and waved it furiously in the air shouting brave threats. Unfortunately, riding one handed had its problems. He hit a tree root at a nasty angle and was launched into the air, smack into a tree. He must have been out for a while because when he came to, the forest seemed much darker than before. The front wheel of his bike was mangled so he left it behind and stumbled on down the track. Up ahead he could see the trees opening out into a wide field ... and a sight that stopped him in his tracks. There were dozens of brightly coloured tents and flags, a market place crowded with oddly dressed men and women, and off in the distance the thunder of hooves as knights in armour with long lances charged at each other.

This was scary. Jack's heart was thumping in his chest. He must have fallen through one of those time warps he had seen on TV. He pulled his cell-phone out of his bag and punched in his home number. No reception! Oh no. He must really be in the Middle Ages. He approached a lady with a beautiful flowing dress and a colourful pointy hat.

"E-e-e-excuse me," he stammered. "W-w-what year is this?"

The lady looked at him strangely.

"It be 1271," came the odd reply .

Inside a small stripy tent he found a jester and a magician.

"H-h-how do I get out of here," he blurted out.

"I'll tell ye," said the jester, "if ye can answer me riddle."

Jack turned to the magician.

"The best way out of here," said the magician, "is to boil a slimy frog in a pot of 20-year old milk and..."

Jack didn't listen to the rest of it. His mind was whirling. He would never see his 21st century home again. His parents wouldn't be born for another 700 years. Even his annoying little sister wouldn't be around for a very long time.

Things didn't look any more promising outside. He ran straight into a huge, fierce looking knight in black armour. He was carrying a big sword and he looked very steamed up.

"What are you doing here dressed like that?" bellowed the knight.

"If you're not a paid up member then you're trespassing!"

It was then that Jack noticed the badge on the knight's chest.

"Annual Middle Ages Re-enactment Society Fair - Fair Organiser Nigel Smith."

The next day at school, Jack couldn't wait for his new favourite class - HISTORY!

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Themes

Time Warp by seb parr

ACTIVITIES

Short Stories 3:4

REMEMBERING - What are the facts

1. Make a list of all the information you can find in the story about Jack.
Show this information on a **CHARACTER WEB**.
Draw a picture of Jack in the centre of his character web.

UNDERSTANDING - Reading between the lines

2. How did Jack know about time warps?
Why do you think Jack has changed his mind about history?
For each answer try to find a quote from the story to support your ideas.
Write your own question that requires the person answering it to read between the lines.

APPLYING - Using what you know from the story

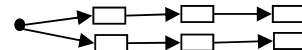
3. **NEWSFLASH:** Write a news story for the TV news about the "Annual Middle Ages Re-enactment Society Fair". Include an interview with Nigel Smith the organiser, asking him how he felt about people attending the fair who weren't supposed to.
Remember to write a strong wrap-up to end your news story.
Practise with a friend and be ready to present it to your group or class as a role play.
4. **POETRY:** Write a poem or a rap song about an unexpected trip to the Middle Ages.

ANALYSING - Breaking down the story to show how it works

5. **STORY MAP:** Draw a story map of all the settings in this story and how they are linked.
Use labels to show the places mentioned and the events that took place.
Be prepared to explain your Story Map to others.
6. Create a **STORY WEB**. You may have started this or talked about it when you read the story.
Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME

CREATING - Coming up with new ideas

7. **WHAT IF: Jack really had fallen through a time warp.**
Brainstorm some other directions that this story could go in from this point on. Use flow charts.
Choose your best idea and rewrite the last part of the story
OR Draw it as a comic strip with speech and thought bubbles
8. **DESIGN BRIEF:** Design a time machine so that Jack and his history class can visit the places they are studying. There needs to be seating for 30 and everything that would be needed for a class trip. *Label your drawings or write descriptions to explain your interesting ideas.*



EVALUATING - Exploring ideas and rating stories

9. SEEING BOTH SIDES

"People who belong to re-enactment societies are crazy."

Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...

I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

10. HOW GOOD IS THIS STORY

Give this story a rating out of 5 for each of the following criteria (1 = weak, 5 = excellent)

- ♦ **CHARACTERS** - Has the author created interesting characters?
- ♦ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
- ♦ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
- ♦ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.

<div> <div>LESSON PLAN</div> <div> <div>Time Warp</div> <div>by seb parr</div> </div> </div>	
Short Stories 3:4 RA 11-12 years	
STORY SUMMARY Jack is glad that school is finished for the day, particularly his least favourite history class about the Middle Ages. On the way home he gets a bit carried away fantasizing on his bike and crashes his bike into a tree. When he comes to he finds himself in a Middle Ages fair with jesters, magicians, knights and ladies. Has he fallen through a time warp?	
LEARNING OUTCOMES - choose from the list on page 63 according to the needs of your students	
BEFORE READING DISCUSSION: Accessing prior knowledge and personal experiences <i>Discuss title "Time Warp" - what clues are there in this title about the story?</i> <i>Discuss students' understanding of time warps.</i>	
GUIDED SILENT READING PROCESS - follow this three step process for each chunk of text (more details page 10) Step One: SET A PURPOSE and READ: <i>What to look for when you read this passage.</i> Step Two: DETAILED RETELLING: <i>Making sure we have got the message right.</i> Step Three: CLEAR ROADBLOCKS and ADD to STORY WEB: <i>Identifying new information about story structure.</i> Bold Italics = strong language features, vocabulary or concepts that provide interest and may present roadblocks to comprehension.	
Setting a Purpose: READ - look for SETTING and CHARACTERS. <i>Fast Finishers</i> - Use the margin to make notes for your story web.	STORY STRUCTURE Characters Jack Setting School
LANGUAGE FEATURES Of all the subjects at school, history was the one that bored Jack the most. Today's lesson was about the Middle Ages; knights and ladies, jesters and magicians. Although the thought of knights charging at each other with drawn swords was pretty cool, when it came to history Jack always struggled to stay focused. Today his mind was on the bag of chips and bottle of coke in his school bag .	
Setting a Purpose: READ - look for development of SETTING and CHARACTERS. <i>Fast Finishers</i> - Use the margin to make notes for your story web The school bell snapped him out of his daydream. He quickly packed up his books and pencil case. Outside he waved goodbye to his mates, grabbed his bike and headed for home. But today was different. For some reason knights and jesters were still on his mind.	
Setting a Purpose: READ - look for the development of the PROBLEM. <i>Fast Finishers</i> - Use the margin to make notes for your story web <div> <div> <div>strong adjective</div> <div>strong adverb</div> <div>strong verb</div> <div>foreboding imagery</div> <div>*destroyed, ruined</div> <div>idiom</div> <div>metaphor</div> </div> <div> His ride home took him through a forest in the centre of the local park. As Jack hurtled down the narrow track he imagined himself as a knight on his horse crashing through the undergrowth, chasing after a fire-breathing dragon. As he rode he drew his sword (his school ruler) and waved it furiously in the air shouting brave threats. Unfortunately, riding one handed had its problems. He hit a tree root at a nasty angle and was launched into the air, smack into a tree. He must have been out for a while because when he came to, the forest seemed much darker than before. The front wheel of his bike was mangled* so he left it behind and stumbled on down the track. Up ahead he could see the trees opening out into a wide field and a sight that stopped him in his tracks. There were dozens of brightly coloured tents and flags, a market place crowded with oddly dressed men and women, and off in the distance the thunder of hooves as knights in armour with long lances charged at each other. </div> </div>	Setting On the way home from school New problem What is going on?
Setting a Purpose: What might the problem be? Brainstorm possibilities. READ - look for the FEELINGS and ACTION. <i>Fast Finishers</i> - Use the margin to make notes for your story web <div> <div> <div>olde english</div> </div> <div> This was scary. Jack's heart was thumping in his chest. He must have fallen through one of those time warps he had seen on TV. He pulled his cell-phone out of his bag and punched in his home number. No reception! Oh no. He must really be in the Middle Ages. He approached a lady with a beautiful flowing dress and a colourful pointy hat. "E-e-e-excuse me," he stammered. "W-w-what year is this?" The lady looked at him strangely. "It be 1271," came the odd reply . </div> </div>	Problem Jack is back in the year 1271. Has he fallen through a time warp? Feelings Jack is scared. Action Asks around.

Setting a Purpose: What will Jack do next? Brainstorm possibilities.
READ - look for the ACTION

Fast Finishers - Use the margin to make notes for your story web

olde english

Inside a small stripy tent he found a jester and a magician.
"H-h-how do I get out of here," he blurted out.
"I'll tell ye," said the jester, "if ye can answer me riddle."
Jack turned to the magician.
"The best way out of here," said the magician, "is to boil a slimy frog in a pot of 20-year old milk and "
Jack didn't listen to the rest of it. His mind was whirling. He would never see his 21st century home again. His parents wouldn't be born for another 700 years. Even his annoying little sister wouldn't be around for a very long time.

Action

Tries to find a way back.

Setting a Purpose: How is this going to end? Brainstorm possibilities.
READ - look for the OUTCOME.

Fast Finishers - Use the margin to make notes for your story web

*Inference required:
unstated resolution to
the problem*

Things didn't look any more promising outside. He ran straight into a huge, fierce looking knight in black armour. He was carrying a big sword and he looked very steamed up.
"What are you doing here dressed like that?" bellowed the knight.
"If you're not a paid up member then you're trespassing!"
It was then that Jack noticed the badge on the knight's chest.
"Annual Middle Ages Re-enactment Society Fair - Fair Organiser Nigel Smith."

The next day at school, Jack couldn't wait for his new favourite class - HISTORY!

Outcome

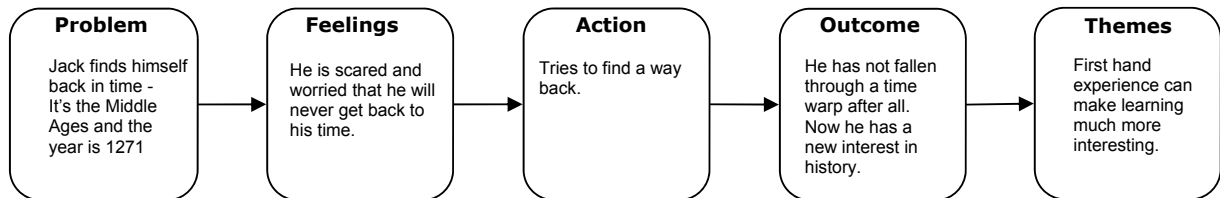
There is no time warp. He has stumbled across some people re-enacting the Middle Ages.

This experience has sparked a new interest in history.

AFTER READING DISCUSSION

1. Story Structure : Review the story web now that the whole story has been read

- Summarise the main problem and how the characters deal with it (see suggestions below)
- What was the story about? Is there a message? Is there something we can learn from this? (theme)



2. Story Evaluation : What has the author done to try and make this a good story?

This is aimed at developing the language and the ability to critique the short story genre relating directly to Follow-up Activity 10.

Use **"How Good is this Story?"** on page 68 as a basis for this discussion.

The following are the sort of comments which the teacher should be looking for.

Setting: Important to the story - has Jack fallen through a time warp and travelled back in time?

Characters: Easy to identify with - he is changed by his experience so character develops.

Story Structure: Time travel scifi problem - usually of interest to kids. Tension builds well. Some may not get the ending.

Theme: Reasonable theme - explores the idea of changing your mind because of what you experience.

Language Features: Uses of adjectives adverbs - crashing, furiously, mangled, - idiom (stopped him in his tracks) to create interest and highlights action.

FOLLOW-UP ACTIVITIES - Using Bloom's Taxonomy

- Go through the ACTIVITIES sheet with your students
- Brainstorm and discuss ideas, model activities where necessary
- Assign activities or allow choice depending on time constraints and / or the needs of your students

ICT OUTDOORS BY CATHERINE LUNJEVICH

"I was not designed for sports," I moan at Mrs Thompson. She just snaps her fingers and points to the door. "I said line up!"

I mumble my way to the back of the queue. The idea of another game on that field makes me feel physically ill. My world is megabytes and pen drives. I live in the clouds - the iCloud.

"I think I am actually part computer and school rules are that you are not allowed to take the school computers outside. So technically you are not allowed to take me outside."

I am desperate and my attempt at being witty falls flat. She just raises an eyebrow and looks at me disapprovingly.

"Right everyone. We need to walk quietly. Rosie and Jack, run over to the P.E. shed and get the gear for Capture the Flag. Daniel! STOP TALKING!"

What's going on? What has happened to my warm, friendly, sympathetic teacher who sometimes lets me skip P.E. to tweak the junior school computers. Today her eyes are cold and her voice is sharp. Before school I told her about the new kittens at the SPCA but she gave me the brush off. Last year we raised \$65.70 and 28 kgs worth of cat and dog food for the SPCA. It's time to gear up for this year's fundraiser. She should have been interested.

The line of children snakes over the court and onto the field. It's not just me who has noticed. Grace turns to Sara in front of me and whispers, "I think she's morphed into a dragon!"

They both snicker. Mrs Thompson turns. Her glare is withering and the girls drop their heads. But I notice her eyes start to flicker and twitch. As she turns and walks away she starts to limp.

"Twice around the field for a warm-up." Her voice crackles like a bad Skype connection. "Emma! I want to see you for a minute!"

What is happening? An unexpected reprieve? The rest of the class shamble off. Mrs Thompson comes over and stands beside me. I keep my head down. I'm a little frightened. I hear a hiss. It reminds me of Dad's old computer that keeps crashing and the white noise that goes with the flickering screen. I sneak a peek. What's this? A tear is rolling down her face and she looks terrified. She puts out her hand, palm facing upwards. She mouths the words HELP ME but no sound comes out and then she freezes - no movement at all. I catch a glimpse of something on her hand. It looks like the tiny button on the side of a laptop. A DVD eject button. I touch it and the skin on her palm peels back exposing a screen. Flashing red letters spell out the message - "VIRUS - reboot in safe mode urgently." I can't figure out where the controls are; there is no keyboard, no mouse, no joystick. I grab Mrs Thompson's other hand and look for a similar button - nothing.

The kids are thundering past laughing and jostling each other, oblivious to what is happening. One lap to go. Suddenly I notice one of her finger nails is wobbly, I pull it and it slides out revealing a USB port. I whip out the mini mouse I always carry in my pocket and plug it in. I click reboot and Mrs Thompson crashes to the ground. Now she really looks out of it. Quickly I disconnect the mouse from her finger and turn her palms over as the class starts arriving.

"What's wrong? What's happened to Mrs Thompson?"

It seems like ages before her eyes start to flicker.

Mrs Thompson was away from school for a few weeks after that. Everyone thinks she had some sort of fit but I know the truth. She took me to the local café for a milkshake one day as if to say thank you. We made plans for the fundraiser but we never talked about what had happened. Her eyes are back to being warm. The funny thing is I no longer try to get out of sports to do ICT stuff. Who knows when the ICT expert might be needed on the field again.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Themes

ICT OUTDOORS BY CATHERINE LUNJEVICH

ACTIVITIES

Short Stories 3:5

REMEMBERING - What are the facts

1. Make a list of all the information you can find in the story about the two main characters. Show this information on **CHARACTER WEBS**, one for Emma and one Mrs Thompson. **Draw a picture of each character in the centre of their character web.**

UNDERSTANDING - Reading between the lines

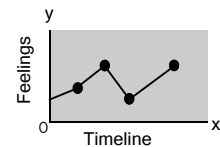
2. Why was Mrs Thompson not interested in the news about the new kittens at the SPCA? Why did Mrs Thompson want to see Emma while the rest of the class did their warm-up? **For each answer try to find a quote from the story to support your ideas.** Write your own question that requires the person answering it to read between the lines.

APPLYING - Using what you know from the story

3. **NEWSFLASH:** Write a news story for TV about the teacher who is a humanoid - part human, part computer. Include an interview with Emma, someone else in her class, maybe the school principal or a parent, getting their reaction to the news. Remember to write a strong wrap-up to end your news story.
4. **POETRY:** Write a poem or rap about Mrs Thompson the humanoid teacher.

ANALYSING - Breaking down the story to show how it works

5. **STORY GRAPH:** Show how Emma is feeling throughout this story.
The y axis should show feelings : 0 = feeling worried, unhappy 5 = feeling happy, excited
The x axis should be a timeline : 0 = beginning of the story to the end.
The dots on the graph should mark special events in the story. Label what they are.



6. Create a **STORY WEB**. You may have started this or talked about it when you read the story. Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME

CREATING - Coming up with new ideas

7. **OTHER POINT OF VIEW:** Rewrite the story from Mrs Thompson's point of view. How does she feel when she finds out that she is a humanoid - part person and part computer? How did it happen?
8. **DESIGN BRIEF:** Design a sports activity that ICT experts would want to take part in. This may not be easy. I has to involve them getting exercise, NOT playing a video sports game. **Label your drawings or write descriptions to explain your interesting ideas.**

EVALUATING - Exploring ideas and rating stories

9. **SEEING BOTH SIDES**

"Computer robots would make great teachers, much better than humans."

Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...

I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

10. **HOW GOOD IS THIS STORY**

Give this story a rating out of 5 for each of the following criteria (1 = weak, 5 = excellent)

- ♦ **CHARACTERS** - Has the author created interesting characters?
- ♦ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
- ♦ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
- ♦ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.

LESSON PLAN		ICT OUTDOORS BY CATHERINE LUNJEVICH	
Short Stories 3:5 RA 11-12 years			
STORY SUMMARY			
Emma is trying to avoid the latest sports session out on the field. Physical activity is just not her thing. She would rather be troubleshooting the computers in the junior school. But today something is wrong with Mrs Thompson her teacher. She just doesn't seem her normal warm friendly self. In fact, she seems to be malfunctioning. Emma's ITC skills save the day and keep Mrs Thompson's secret safe from the rest of the world.			
LEARNING OUTCOMES - choose from the list on page 63 according to the needs of your students			
BEFORE READING DISCUSSION: Accessing prior knowledge and personal experiences			
Discuss title "ICT Outdoors" - what clues are there in this title about the story?			
Discuss students' experiences with ICT - the frustration when computers crash.			
GUIDED SILENT READING PROCESS - follow this three step process for each chunk of text (more details page 10)			
Step One: SET A PURPOSE and READ: What to look for when you read this passage.			
Step Two: DETAILED RETELLING: Making sure we have got the message right.			
Step Three: CLEAR ROADBLOCKS and ADD to STORY WEB: Identifying new information about story structure.			
Bold Italics = strong language features, vocabulary or concepts that provide interest and may present roadblocks to comprehension.			
Setting a Purpose: READ - look for SETTING and CHARACTERS.		STORY STRUCTURE	
Fast Finishers - Use the margin to make notes for your story web.			
LANGUAGE FEATURES	"I was not designed for sports," I moan at Mrs Thompson. She just snaps her fingers and points to the door. "I said line up!" I mumble my way to the back of the queue. The idea of another game on that field makes me feel physically ill. My world is megabytes and pen drives. I live in the clouds - the iCloud.	Characters	
humour		Storyteller - doesn't like sports	
		Mrs Thompson - teacher	
		Setting	
		At school	
Setting a Purpose: READ - look for the development of CHARACTERS.			
Fast Finishers - Use the margin to make notes for your story web			
attempted humour	"I think I am actually part computer and school rules are that you are not allowed to take the school computers outside. So technically you are not allowed to take me outside." I am desperate and my attempt at being witty falls flat. She just raises an eyebrow and looks at me disapprovingly. "Right everyone. We need to walk quietly. Rosie and Jack, run over to the P.E. shed and get the gear for Capture the Flag. Daniel! STOP TALKING!"	Characters	
		Storyteller - is desperate to get out of physical activity	
		Mrs Thompson - unsympathetic	
Setting a Purpose: READ - look for the development of a PROBLEM.			
Fast Finishers - Use the margin to make notes for your story web			
adjust something slightly	What's going on? What has happened to my warm, friendly, sympathetic teacher who sometimes lets me skip P.E. to tweak the junior school computers. Today her eyes are cold and her voice is sharp. Before school I told her about the new kittens at the SPCA but she gave me the brush-off. Last year we raised \$65.70 and 28 kgs worth of cat and dog food for the SPCA. It's time to gear up for this year's fundraiser. She should have been interested.	Problem	
*idiom-being cast aside		Mrs Thompson is not behaving normally.	
		Feelings	
		Storyteller is bewildered by Mrs Thompson's response.	
Setting a Purpose: What's wrong with Mrs Thompson? Brainstorm possibilities. READ - look for the PROBLEM development and characters' FEELINGS.			
Fast Finishers - Use the margin to make notes for your story web			
metaphor	"The line of children snakes over the court and onto the field. It's not just me who has noticed. Grace turns to Sara in front of me and whispers, "I think she's morphed* into a dragon!" They both snicker. Mrs Thompson turns. Her glare is withering and the girls drop their heads, but I notice her eyes start to flicker and twitch. As she turns and walks away she starts to limp.	Feelings	
*transform from one thing into another		Other students are noticing	
strong imagery		Problem	
		Something is wrong with Mrs Thompson	

	<p>Setting a Purpose: <i>What might the problem be? Brainstorm possibilities.</i> READ - look for the PROBLEM.</p> <p><i>Fast Finishers</i> - Use the margin to make notes for your story web</p> <p>"Twice around the field for a warm-up." Her voice crackles like a bad Skype connection. "Emma! I want to see you for a minute!"</p> <p>What is happening? An unexpected reprieve? The rest of the class</p> <p>colourful verb shamble off. Mrs Thompson comes over and stands beside me. I keep my head down. I'm a little frightened. I hear a hiss. It reminds me of Dad's</p> <p>technical term old computer that keeps crashing and the white noise that goes with the flickering screen. I sneak a peek. What's this? A tear is rolling down her face and she looks terrified. She puts out her hand, palm facing upwards. She mouths the words HELP ME but no sound comes out and then she freezes - no movement at all. I catch a glimpse of something on her hand. It looks like the tiny button on the side of a laptop. A DVD eject button. I touch it and the skin on her palm peels back exposing a screen. Flashing red letters spell out the message - "VIRUS - reboot in safe mode urgently."</p> <p>tension building I can't figure out where the controls are; there is no keyboard, no mouse, no joystick. I grab Mrs Thompson's other hand and look for a similar button - nothing.</p> <p>technical terminology</p>	<p>Problem Mrs Thompson is in trouble. She has a computer virus.</p> <p>Feelings At first Emma is frightened. She thinks she is trouble. Mrs Thompson is terrified about what is happening to her.</p> <p>Action Emma looks for a way to reboot the computer system.</p>
	<p>Setting a Purpose: <i>What is wrong with Mrs Thompson? What will Emma do?</i> READ - look for the OUTCOME.</p> <p><i>Fast Finishers</i> - Use the margin to make notes for your story web</p> <p>strong image "The kids are thundering past laughing and jostling each other, oblivious to what is happening. One lap to go. Suddenly I notice one of her finger nails is wobbly, I pull it and it slides out revealing a USB port. I whip out the mini mouse I always carry in my pocket and plug it in. I click reboot and Mrs Thompson crashes to the ground. Now she really looks out of it. Quickly I disconnect the mouse from her finger and turn her palms over as the class starts arriving.</p> <p>"What's wrong? What's happened to Mrs Thompson?"</p> <p>It seems like ages before her eyes start to flicker.</p>	<p>Outcome Emma manages to reboot Mrs Thompson before the rest of the class arrives.</p>
	<p>Setting a Purpose: <i>How is this going to end?</i> READ - look for the OUTCOME.</p> <p><i>Fast Finishers</i> - Use the margin to make notes for your story web</p> <p>Mrs Thompson was away from school for a few weeks after that. Everyone thinks she had some sort of fit but I know the truth. She took me to the local café for a milkshake one day as if to say thank you. We made plans for the fundraiser but we never talked about what had happened.</p> <p>strong image Her eyes are back to being warm. The funny thing is I no longer try to get out of sports to do ICT stuff. Who knows when the ICT expert might be needed on the field again.</p>	<p>Outcome Mrs Thompson recovers. Her secret is safe with Emma. Emma has a reason for taking part in sports.</p>
<p>AFTER READING DISCUSSION</p> <p>1. Story Structure : Review the story web now that the whole story has been read</p> <ul style="list-style-type: none"> Summarise the main problem and how the characters deal with it (see suggestions below) What was the story about? Is there a message? Is there something we can learn from this? (theme) <div data-bbox="188 1451 1412 1594"> <pre> graph LR A[Mrs Thompson is behaving strangely.] --> B[Emma is confused by Mrs Thompson's odd behaviour.] B --> C[Emma uses her ICT expertise to help Mrs Thompson.] C --> D[No one else knows that Mrs Thompson is a humanoid. Her secret is safe.] D --> E[Relationships Helping one another out. Loyalty.] </pre> </div> <p>2. Story Evaluation : What has the author done to try and make this a good story?</p> <p>This is aimed at developing the language and the ability to critique the short story genre relating directly to Follow-up Activity 10. Use "How Good is this Story?" on page 68 as a basis for this discussion. The following are the sort of comments which the teacher should be looking for.</p> <p>Setting: At school. The normal interaction between kids and the teacher is important to the plot.</p> <p>Characters: Mrs Thompson's secret makes her a very interesting character. Emma is a bit different which makes her interesting.</p> <p>Story Structure: Emma trying to rescue Mrs Thompson before the rest of the class arrive builds good tension. The ending is satisfying - it works well for a short story because there isn't time to go into more detail.</p> <p>Theme: Strong theme - relationships (teacher / pupil) and loyalty.</p> <p>Language Features: Story told in the first person present tense which makes it immediate and heights the tension. Use of imagery 'snakes, morphed, shamble, thundering' makes it makes the action come alive.</p>		
<p>FOLLOW-UP ACTIVITIES - Using Bloom's Taxonomy</p> <ul style="list-style-type: none"> Go through the ACTIVITIES sheet with your students Brainstorm and discuss ideas, model activities where necessary Assign activities or allow choice depending on time constraints and / or the needs of your students 		

GON TAO-SOON BY NAOMI SMITH

"Don't be sad," whispered the wise old man. "This is how it was meant to end." He lay motionless on the uneven rock where the student had thrown him. In spite of what his master said, Gon Tao-soon's lip trembled and his vision was blurred by tears as he leaned over him. The two men had engaged in many fights such as this over the years as student and master. These bouts had been an essential part of Tao-soon's training. The student usually lost, because his master, Bao-Moon, was the superior warrior.

The master was kind, but when they fought it was for real. Tao-soon usually winced when he walked for days afterwards, or could only use one hand to eat, or showed some other sign of injury, while his master never showed any. Until now. Moments ago, Tao-soon had not known that this would be their last fight. Tao-soon gently lifted his master's head and put his hands underneath it to give the master a little comfort where he lay on the dusty rock.

Gon Tao-soon was half his present height, and alone, when he first clambered up the steep, slippery mountainside trail that led to the shelf of rock where the old man made his home. Everyone in the village had known about the hermit warrior of the mountains. The old men at the well used to look up on wintry afternoons when the cold came as the sun disappeared behind the mountain, and say, "Ah, only Bao-Moon is great enough to beat the sun." Some of them had known him in days gone by. But it was only Tao-soon who had been desperate enough to visit him when, at nine, he had been left an orphan. Too young to help anyone, and unable to defend his people, he had sought out the one man whom he felt could make his life useful.

On his way up the steep, crumbly, disused trail, Tao-soon had slipped. Bao-Moon was already old then. The white hair already muffled his face, and he was a little deaf. But when the chickens in his tidy yard started squawking, and the rooster suddenly jumped down from his perch to strut in awkward circles around the tiny yard; and when the cats who had been sprawled in the sunshine started and scampered up trees or under the house, the old man was roused from his meditation. Within moments he had found the cause of the commotion; a small boy, not much bigger than a cat, and with a cat's agility he admiringly noticed, dangling by one arm from a rocky ledge by the trail that led from the village far below. Pulling up the frightened boy in one quick movement, Bao-Moon stood him safely on the ground beside him and welcomed him into his home without a word, simply turning, walking towards the house, and then looking back briefly over his shoulder to see if Tao-Soon would follow. With a sore arm, he did.

That was the first of many aches and strains he endured over the years. And not only from fighting. The boy's chores had been many. He drew water from the well, and even got down into the well to dig it deeper one dry year. He learned to fix the roof by splitting fresh squares of wood and patching them over holes in the old ones. And every month he had emptied the filth from under the outhouse. He had not enjoyed all of these chores but they had been necessary. They had built the physical strength and the character needed to make him a good fighter and a good warrior. And best of all they made a nine-year old boy feel useful.

Now, with the coarse stubble of manhood on his face and with muscles like sculptured rocks, the young man blinked away the memories and the tears. He noticed his teacher's discomfort and his age. His face was scored with deep wrinkles like a chopping block, deeper still because he squinted at the sun and could not move his own head. Tao-Soon leaned his own head a little further forward, to cast a shadow. And with one last breath the old man's face relaxed.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Themes

GON TAO-SOON BY NAOMI SMITH

ACTIVITIES

Short Stories 3:6

REMEMBERING - What are the facts

1. Make a list of all the information you can find in the story about the two main characters. Show this information on **CHARACTER WEBS**, one for Gon Tao-soon and one for Bao-Moon. **Draw a picture of each character in the centre of their character web.**

UNDERSTANDING - Reading between the lines

2. Why did Gon Tao-soon go up the mountain?
Why did Bao-Moon make Gon Tao-soon work so hard?
For each answer try to find a quote from the story to support your ideas.
Write your own question that requires the person answering it to read between the lines.

APPLYING - Using what you know from the story

3. **NEWSFLASH:** Write a news story for the TV news about the death of the great warrior Bao-Moon. Include an interview with Gon Tao-soon and someone from the village. Remember to write a strong wrap-up to end your news story. **Practise with a friend and be ready to present it to your group or class as a role play.**
4. **POETRY:** Write a poem or a rap song about Bao-Moon the great hermit warrior.

ANALYSING - Breaking down the story to show how it works

5. **STORY MAP:** Draw a story map of all the settings in this story and how they are linked. Use labels to show the places mentioned and the events that took place. **Be prepared to explain your Story Map to others.**
6. Create a **STORY WEB**. You may have started this or talked about it when you read the story. Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME

CREATING - Coming up with new ideas

7. **WHAT COMES NEXT:** What will happen to Gon Tao-soon now that Bao-Moon is dead. Brainstorm at least 3 possibilities. Choose your best idea. Write the next chapter in Gon Tao-soon's life **OR** show what happens as a comic strip.
8. **DESIGN BRIEF:** Design a mountain robot which Gon Tao-soon can use to fight against now that his master is dead. **Label your drawings or write descriptions to explain your interesting ideas.**

EVALUATING - Exploring ideas and rating stories

9. SEEING BOTH SIDES

"Bao-Moon was a great man."

Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...

I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

10. HOW GOOD IS THIS STORY

Give this story a rating out of 5 for each of the following criteria (1 = weak, 5 = excellent)

- ♦ **CHARACTERS** - Has the author created interesting characters?
- ♦ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
- ♦ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
- ♦ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.

LESSON PLAN

GON TAO-SOON BY NAOMI SMITH

Short Stories 3:6 RA 11-12 years

STORY SUMMARY

Many years ago, Gon Tao-soon, an orphan, had sought sanctuary in the mountains with the legendary hermit warrior Bao-Moon. Bao-Moon had taken him in and over the years had trained him to be a warrior. Now the young boy is a man and the training was over.

LEARNING OUTCOMES - choose from the list on page 63 according to the needs of your students

BEFORE READING DISCUSSION: Accessing prior knowledge and personal experiences

Discuss title "Gon Tao-soon" - what clues are there in this title about the story?

If the students don't pick up on the pun 'Gone too soon', draw their attention to it.

GUIDED SILENT READING PROCESS - follow this three step process for each chunk of text (more details page 10)

Step One: SET A PURPOSE and READ: *What to look for when you read this passage.*

Step Two: DETAILED RETELLING: *Making sure we have got the message right.*

Step Three: CLEAR ROADBLOCKS and ADD to STORY WEB: *Identifying new information about story structure.*

Bold Italics = strong language features, vocabulary or concepts that provide interest and may present roadblocks to comprehension.

Setting a Purpose: **READ - look for SETTING and CHARACTERS.**

Fast Finishers - Use the margin to make notes for your story web.

LANGUAGE FEATURES

"Don't be sad," whispered the wise old man. "This is how it was meant to end." He lay motionless on the uneven rock where the student had thrown him. In spite of what his master said, Gon Tao-soon's lip trembled and his vision was blurred by tears as he leaned over him. The two men had engaged in many fights such as this over the years as student and master. These bouts had been an essential part of Tao-soon's training. The student usually lost, because his master, Bao-Moon, was the superior warrior.

STORY STRUCTURE

Characters

Gon Tao-soon - student
Bao-Moon - hermit warrior

Setting

Bao-Moon's home on the mountain

Feelings

Gon Tao-soon is upset

Setting a Purpose: **What might the problem be? Brainstorm possibilities.**

READ - look for the PROBLEM.

Fast Finishers - Use the margin to make notes for your story web

flashback

The master was kind, but when they fought it was for real. Tao-soon usually winced when he walked for days afterwards, or could only use one hand to eat, or showed some other sign of injury, while his master never showed any. Until now. Moments ago, Tao-soon had not known that this would be their last fight. Tao-soon gently lifted his master's head and put his hands underneath it to give the master a little comfort where he lay on the dusty rock.

Problem

Bao-Moon has been fatally injured in a training fight.

Setting a Purpose: **What is going on? Brainstorm possibilities.**

READ - look for more information about the SETTING and the CHARACTERS to explain the PROBLEM.

Fast Finishers - Use the margin to make notes for your story web

flashback

Gon Tao-soon was half his present height, and alone, when he first clambered up the steep, slippery mountainside trail that led to the shelf of rock where the old man made his home. Everyone in the village had known about the hermit warrior of the mountains. The old men at the well used to look up on wintery afternoons when the cold came as the sun disappeared behind the mountain, and say, "Ah, only Bao-Moon is great enough to beat the sun." Some of them had known him in days gone by. But it was only Tao-soon who had been desperate enough to visit him

cultural expectations

when, at nine, he had been left an orphan. Too young to **help anyone, and unable to defend his people**, he had sought out the one man whom he felt could make his life useful.

Problem development

Gon Tao-soon had come to Bao-Moon as an orphan.

Feelings

Gon Tao-soon had been desperate. He had nowhere else to go.

Setting a Purpose: **How did Bao-Moon respond to the orphan? Brainstorm possibilities.**

READ - look for the ACTION

Fast Finishers - Use the margin to make notes for your story web

metaphor

On his way up the steep, crumbly, disused trail, Tao-soon had slipped. Bao-Moon was already old then. The white hair already **muffled** his face, and he was a little deaf.

<p>complex sentence</p> <p>complex sentence</p>	<p>But when the chickens in his tidy yard started squawking, and the rooster suddenly jumped down from his perch to strut in awkward circles around the tiny yard; and when the cats who had been sprawled in the sunshine started and scampered up trees or under the house, the old man was roused from his meditation. Within moments he had found the cause of the commotion; a small boy, not much bigger than a cat, and with a cat's agility he admiringly noticed, dangling by one arm from a rocky ledge by the trail that led from the village far below. Pulling up the frightened boy in one quick movement, Bao-Moon stood him safely on the ground beside him and welcomed him into his home without a word, simply turning, walking towards the house, and then looking back briefly over his shoulder to see if Tao-Soon would follow. With a sore arm, he did.</p>	<p>Action Bao-Moon had taken him in.</p>
<p>Setting a Purpose:</p>	<p>READ - look for the ACTION that leads to the OUTCOME. <i>Fast Finishers</i> - Use the margin to make notes for your story web</p> <p>That was the first of many aches and strains he endured over the years. And not only from fighting. The boy's chores had been many. He drew water from the well, and even got down into the well to dig it deeper one dry year. He learned to fix the roof by splitting fresh squares of wood and patching them over holes in the old ones. And every month he had emptied the filth from under the outhouse. He had not enjoyed all of these chores but they had been necessary. They had built the physical strength and the character needed to make him a good fighter and a good warrior. And best of all they made a nine-year old boy feel useful.</p>	<p>Action Over the years he had trained him to be a warrior.</p>
<p>Setting a Purpose:</p>	<p>How is this going to end? READ - look for the OUTCOME. <i>Fast Finishers</i> - Use the margin to make notes for your story web</p> <p>Now, with the coarse stubble of manhood on his face and with muscles like sculptured rocks, the young man blinked away the memories and the tears. He noticed his teacher's discomfort and his age. His face was scored with deep wrinkles like a chopping block, deeper still because he squinted at the sun and could not move his own head. Tao-Soon leaned his own head a little further forward, to cast a shadow. And with one last breath the old man's face relaxed.</p>	<p>Outcome The training is over. The student is greater than the master.</p>
<p>AFTER READING DISCUSSION</p> <p>1. Story Structure : Review the story web now that the whole story has been read</p> <ul style="list-style-type: none"> Summarise the main problem and how the characters deal with it (see suggestions below) What was the story about? Is there a message? Is there something we can learn from this? (theme) <div data-bbox="188 1361 1407 1556"> <pre> graph LR Problem[Problem Boa-Moon has been fatally injured while fighting with Gon Tao-Soon.] --> Feelings[Feelings Bao-Moon reassures him that this was the way it should be. Gon Tao-Soon is sad.] Feelings --> Action[Action Bao-Moon has been training Gon Tao-Soon to be a warrior.] Action --> Outcome[Outcome The student has become better than the master.] Outcome --> Themes[Themes Master student relationships. Training to be a warrior.] </pre> </div> <p>2. Story Evaluation : What has the author done to try and make this a good story? This is aimed at developing the language and the ability to critique the short story genre relating directly to Follow-up Activity 10. Use "How Good is this Story?" on page 68 as a basis for this discussion. The following are the sort of comments which the teacher should be looking for.</p> <p>Setting: Important to the story as it is the cultural context for the characters. Well described. Reader gets a good sense of Bao - Moon's mountain retreat using 'show' rather than 'tell'.</p> <p>Characters: Two main characters - the orphaned boy and the hermit warrior - are outside of the readers experience therefore interesting. The reader wants to understand their relationship.</p> <p>Story Structure: Starts at the end and then fills in the backstory - complex story structure used to hook in the reader.</p> <p>Theme: Explores master / student relationship. Not a familiar theme for readers from western cultures.</p> <p>Language Features: Vivid use of descriptive language to create sombre mood. Complex writing style - long intricate sentences.</p>		
<p>FOLLOW-UP ACTIVITIES - Using Bloom's Taxonomy</p> <ul style="list-style-type: none"> Go through the ACTIVITIES sheet with your students Brainstorm and discuss ideas, model activities where necessary Assign activities or allow choice depending on time constraints and / or the needs of your students 		

The QUEST by Leith Cooper

An eerie glow flooded the abandoned sports stadium as the moon rose above the deserted grandstand. A lonely old man picked his way through the sea of empty drink containers and food wrappings which littered the now empty seating area. Somewhere amidst the thoughtlessly discarded cast-offs of the thousands of footy fans, intent only on watching today's game ... somewhere in there lay the object of the old man's determined search.

It had been a game to remember. The afternoon sun had inflamed the home crowd, desperate for victory, urging on their heroes. He had lost all sense of time and place as he had been caught up in the hysteria; swept along by the ebb and flow of the drama being played out in front of him; the rising hope that an impossible dream might be fulfilled, smothered in the next instant by the fear of failure. His miserable existence had been forgotten for one glorious afternoon. And how marvellous it had been when the final whistle had blown and the home crowd had surged for the exits to celebrate in the streets.

The clatter of a beer can, dislodged from its resting place by a sudden gust of wind, brought him back to his task. Light rain had begun to fall, accentuating the misty moonlight. The stands which had been so alive and throbbing a short while ago, now mocked him, ghostly and empty. Futility and hopelessness filled the old man. He pulled his ragged jacket tightly around his hunched shoulders, shrugging off the cold, wet night. He continued his urgent search amidst the debris, driven on by what it would mean if he failed. The missing object was immensely important to him, a key to his survival. If only he could remember the instant when it had slipped from him. But he had been so caught up in the magic of the moment.

He aimlessly kicked at a half-eaten apple. And there lodged in the core lay the object of his anguished quest. Joy and relief came rushing in. Order had been restored to the universe. He reached down and picked up his false teeth.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Themes

The QUEST by Leith Cooper

ACTIVITIES

Short Stories 3:7

REMEMBERING - What are the facts

1. Make a list of all the information you can find in the story about the old man.
Show this information on a **CHARACTER WEB**.
Draw a picture of the old man at the centre of his character web.

UNDERSTANDING - Reading between the lines

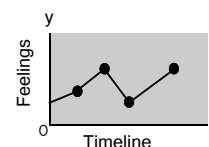
2. The old man in the story was looking for something. What time of day was it?
Use the clues in the story to work out which team had won the game.
For each answer try to find a quote from the story to support your ideas.
Write your own question that requires the person answering it to read between the lines.

APPLYING - Using what you know from the story

3. **NEWSFLASH:** Write a news story for the TV news about 'the quest' in the story; a human interest story about something other than the big game.
Include short interviews with the old man and someone else at the game.
Remember to write a strong wrap-up to end your news story.
Practise with a friend and be ready to present it to your group or class as a role play.
4. **POETRY:** Write a poem or a rap song about the old man's quest.

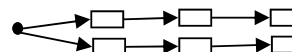
ANALYSING - Breaking down the story to show how it works

5. **STORY GRAPH:** Show how the old man is feeling throughout this story.
The y axis should show feelings : 0 = feeling happy, 5 = feeling anxious, upset.
The x axis should be a timeline : 0 = beginning of the story to the end.
The dots on the graph should mark special events in the story. Label what they are.
6. Create a **STORY WEB**. You may have started this or talked about it when you read the story.
Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME



CREATING - Coming up with new ideas

7. **WHAT IF:** "The missing object was immensely important to him, a key to his survival."
Brainstorm some other directions that this story could go in from this point on. Use flow charts.
Choose your best idea and rewrite the last part of the story
- OR Draw it as a comic strip with speech and thought bubbles
8. **DESIGN BRIEF:** Design an attachment for people with false teeth so that they will never have to worry about losing them.
Label your drawings or write descriptions to explain your interesting ideas.



EVALUATING - Exploring ideas and rating stories

9. SEEING BOTH SIDES

"It isn't healthy for people to use sport to escape from reality."

Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...	I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

10. HOW GOOD IS THIS STORY

Give this story a rating out of 5 for each of the following criteria (1 = weak, 5 = excellent)

- ♦ **CHARACTERS** - Has the author created interesting characters?
- ♦ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
- ♦ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
- ♦ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.

LESSON PLAN

The QUEST by Leith Cooper

Short Stories 3:7 RA 12-13 years

STORY SUMMARY

Late at night, an old man in a deserted sports stadium, is searching amongst the cast-off debris left behind after a big game. He is desperately looking for something that he lost in all the excitement; something that is essential for his survival ...

LEARNING OUTCOMES - choose from the list on page 63 according to the needs of your students

BEFORE READING DISCUSSION: Accessing prior knowledge and personal experiences

Discuss title "The Quest" - what clues are there in this title about the story?

Discuss students' experiences with losing things and trying to find them.

GUIDED SILENT READING PROCESS - follow this three step process for each chunk of text (more details page 10)

Step One: SET A PURPOSE and READ: *What to look for when you read this passage.*

Step Two: DETAILED RETELLING: *Making sure we have got the message right.*

Step Three: CLEAR ROADBLOCKS and ADD to STORY WEB: *Identifying new information about story structure.*

Bold Italics = strong language features, vocabulary or concepts that provide interest and may present roadblocks to comprehension.

Setting a Purpose: **READ - look for SETTING and CHARACTERS.**

Fast Finishers - Use the margin to make notes for your story web.

STORY STRUCTURE

LANGUAGE FEATURES

strong verb

An **eerie glow** flooded the abandoned sports stadium as the moon rose above the deserted grandstand. A lonely old man picked his way through the sea of empty drink containers and food wrappings which littered the now empty seating area. Somewhere amidst the **thoughtlessly discarded cast-offs** of the thousands of footy fans, intent only on watching today's game ... somewhere in there lay the object of the old man's determined search.

Characters

An old man

Setting

An abandoned sports stadium

Problem

The old man has lost something

Action

He is looking for it

Setting a Purpose: **What might have caused the problem? Brainstorm possibilities.**

READ - look for the development of the PROBLEM.

Fast Finishers - Use the margin to make notes for your story web

flashback

metaphor

idiom

metaphor

**moved like waves*

It had been a game to remember. The afternoon sun had **inflamed the home crowd**, desperate for victory, urging on their heroes. He had lost all sense of time and place as he had been caught up in the hysteria; **swept along by the ebb and flow** of the drama being played out in front of him; the rising hope that an **impossible dream** might be fulfilled, smothered in the next instant by the **fear of failure**. His **miserable existence** had been forgotten for one **glorious afternoon**. And how marvellous it had been when the final whistle had blown and the home crowd had **surged*** for the exits to celebrate in the streets.

Feelings

Earlier in the day he had been at the match. He had forgotten about his 'miserable existence', caught up in the action.

Setting a Purpose: **What is the old man looking for? Brainstorm possibilities.**

READ - look for the ACTION to solve the PROBLEM.

Fast Finishers - Use the margin to make notes for your story web

personification

The clatter of a beer can, dislodged from its resting place by a sudden gust of wind, brought him back to his task. Light rain had begun to fall, accentuating the **misty moonlight**. The stands which had been so **alive and throbbing** a short while ago, now **mocked him, ghostly and empty**. Futility and hopelessness filled the old man. He pulled his ragged jacket tightly around his hunched shoulders, shrugging off the cold, wet night. He continued his urgent search amidst the debris, driven on by what it would mean if he failed. The missing object was immensely important to him, a key to his survival. If only he could remember the instant when it had slipped from him. But he had been so caught up in the magic of the moment.

Feelings

The thing he was looking for was very important to him. He felt hopeless without it.

Setting a Purpose: *How is this going to end? Brainstorm possibilities.*
READ - look for the OUTCOME.

Fast Finishers - Use the margin to make notes for your story web

He aimlessly kicked at a half-eaten apple. And there lodged in the core lay the object of his anguished quest. Joy and relief came rushing in. Order had been restored to the universe. He reached down and picked up his false teeth.

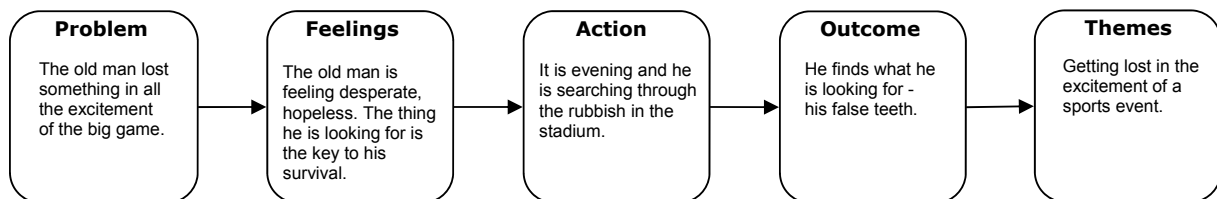
Outcome

He finds his false teeth!

AFTER READING DISCUSSION

1. Story Structure : Review the story web now that the whole story has been read

- Summarise the main problem and how the characters deal with it (see suggestions below)
- What was the story about? Is there a message? Is there something we can learn from this? (theme)



2. Story Evaluation : What has the author done to try and make this a good story?

This is aimed at developing the language and the ability to critique the short story genre relating directly to Follow-up Activity 10.

Use **"How Good is this Story?"** on page 68 as a basis for this discussion.

The following are the sort of comments which the teacher should be looking for.

Setting: The sports stadium - there is a vivid contrast between the full stadium during the game and late at night.

Characters: Interesting character - his 'miserable existence' and his escape from it during the game - we find out about him through the action (show rather than tell)

Story Structure: Simple problem but cleverly disguised. An unexpected (comic but sad) twist at the end. Use of flashback heightens the tension and provides contrast (day and night).

Theme: A strong theme about old age; loneliness, vulnerability.

Language Features: Descriptive language creates mood at night - an eerie glow, thoughtlessly discarded cast-offs, misty moonlight, ghostly and empty - in contrast to 'the afternoon sun had enflamed the crowd', and 'caught up in the hysteria'.

FOLLOW-UP ACTIVITIES - Using Bloom's Taxonomy

- Go through the ACTIVITIES sheet with your students
- Brainstorm and discuss ideas, model activities where necessary
- Assign activities or allow choice depending on time constraints and / or the needs of your students

Herman's Magpie

by Hilton Ayrey

Fletch was dead. Herman found him cold and stiff on the bottom of his cage when he went to feed him one morning. Herman was stunned. Not stunned at the death of his pet, but stunned at how he felt about that. Seven years ago he had come across the baby magpie sitting fluffy and bewildered in the middle of the road. His first instinct had been to run it over because magpies were a pest. But his wife had grabbed the wheel of the truck when she saw what he was up to and made him stop.

"Achhh Herman. You are such a brute. They make good pets." She had clambered out of the truck, gathered up the fluffy ball, and cuddled it on the ride home.

Herman wasn't really a brute. His wild, prematurely grey hair gave him the appearance of a bushman's Einstein and the gruff way that he talked gave the impression that he was cold and unfeeling. But now that Fletch had gone, Herman realised the truth ... he had been a good pet, and without him his world seemed bent and out of shape. He missed the way Fletch would mimic him when he stood on the porch and called the dog. He missed the way Fletch would sit on his shoulder and peck his head at night as he snoozed in front of the fire.

"Achhh get over it Herman," said his wife when she caught him moping about the house later that day. "It was just a bird." But Herman was indeed deeply affected.

"Herman!... Where are you going? I need you to chop some firewood."

"I need to find another magpie," he muttered as he headed out the door.

"Achhh don't be stupid. It's too late. They will all have left their nests by now."

Herman knew she was probably right but he needed to get this sorted out. He headed down the forest road that backed onto his ramshackled property. He knew there were magpie nests in the tall pines that lined the road. He knew the faint squawk of a baby magpie waiting impatiently for it's mother to return with some tasty morsel. He carefully picked his way through the scrub on the side of the road, pausing now and then, head cocked, listening, waiting. There it was ... a faint peep from high above his head. For half an hour he patiently moved back and forth, adjusting his position one step at a time as he attempted to zero in on the exact tree. Finally he was convinced.

The pine was many years old with a tall straight trunk that disappeared into the sky. He leapt high, grabbed the lowest branch and heaved himself up. Higher and higher he climbed, the trunk growing increasingly slender and the branches becoming increasingly precarious beneath his heavily cleated work boots. At last he could see the nest perched higher, much higher, than he had anticipated. A cold southerly breeze had sprung up now and the tree swayed in protest trying to shake free this intruder. The nest above him moved violently. He was right. There was something in it. Carefully he peeked over the edge - an agitated ball of baby magpie feathers.

It was only then that it occurred to Herman that he had not thought this thing through very carefully. He had his bird but how was he going to get it down. But Herman was a man of great determination and invention! He retreated some distance back down the tree until he found a substantial branch, and doubled himself over it. He reached down to untie the triple knot on his work boot. Carefully he removed his boot then his sock and wiggled his now bare foot back into his shoe. Sock clenched in his teeth, he once again approached the nest from below. There was a bit of a struggle but once the baby magpie was nestled deep within his sock there was silence. Herman retraced his steps down the tree, his prize firmly clenched between his teeth.

As he swung from the lowest branch to the ground and headed for home he noted, very briefly, that the kink had gone. Herman was at one with his world again. He was oblivious to the flapping of wings high up in the tree and the dismayed squawk from a frantic mother.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Themes

Herman's Magpie

by Hilton Ayrey

ACTIVITIES

Short Stories 3:8

REMEMBERING - What are the facts

1. Make a list of all information you can find in the story about Herman.
Show this information on a **CHARACTER WEB**.
Draw a picture of Herman at the centre of his character web.

UNDERSTANDING - Reading between the lines

2. Why did Herman's wife call him a 'brute'? What did she mean by that?
Why did Herman need to find another magpie?
For each answer try to find a quote from the story to support your ideas.
Write your own question that requires the person answering it to read between the lines.

APPLYING - Using what you know from the story

3. **NEWSFLASH:** Write an news story for the TV news about the increasing problem of humans robbing magpie nests. Include an interview with Herman and someone from the SPCA.
Remember to write a strong wrap-up to end your news story.
Practise with a friend and be ready to present it to your group or class as a role play.
4. **POETRY:** Write a poem or a rap song about Herman and his pet magpie.

ANALYSING - Breaking down the story to show how it works

5. **STORY MAP:** Draw a story map of all the settings in this story and how they are linked.
Use labels to show the places mentioned and the events that took place.
Be prepared to explain your Story Map to others.
6. Create a **STORY WEB**. You may have started this or talked about it when you read the story.
Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME

CREATING - Coming up with new ideas

7. **WHAT COMES NEXT:** What will happen to Herman and his new pet.
Write the next chapter in the baby magpie's life **OR** show what happens as a comic strip.
8. **DESIGN BRIEF:** Design a machine that Herman could use to find and capture baby magpies without having to climb any trees.
Label your drawings or write descriptions to explain your interesting ideas.

EVALUATING - Exploring ideas and rating stories

9. SEEING BOTH SIDES

"The baby magpie will be better off with Herman."

Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...

I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

10. HOW GOOD IS THIS STORY

Give this story a rating out of 5 for each of the following criteria (1 = weak, 5 = excellent)

- ♦ **CHARACTERS** - Has the author created interesting characters?
- ♦ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
- ♦ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
- ♦ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.

LESSON PLAN

Herman's Magpie by Hilton Ayrey

Short Stories 3:8 RA 12-13 years

STORY SUMMARY

Herman's pet magpie is dead and Herman feels that his life is bent out of shape. He heads off into the forest to find a replacement. After much careful searching he hears the familiar squawking of a baby magpie and begins the climb. High up in the tree and with the prize within his reach, he realises that he hasn't thought this through very well.

LEARNING OUTCOMES - choose from the list on page 63 according to the needs of your students

BEFORE READING DISCUSSION: Accessing prior knowledge and personal experiences

Discuss title "Herman's Magpie" - what clues are there in this title about the story?

Discuss students' experiences magpies. What do they know about their behaviour?

GUIDED SILENT READING PROCESS - follow this three step process for each chunk of text (more details page 10)

Step One: SET A PURPOSE and READ: *What to look for when you read this passage.*

Step Two: DETAILED RETELLING: *Making sure we have got the message right.*

Step Three: CLEAR ROADBLOCKS and ADD to STORY WEB: *Identifying new information about story structure.*

Bold Italics = strong language features, vocabulary or concepts that provide interest and may present roadblocks to comprehension.

Setting a Purpose: **READ - look for SETTING, CHARACTERS, PROBLEM.**

Fast Finishers - Use the margin to make notes for your story web.

LANGUAGE FEATURES

Fletch was dead. Herman found him cold and stiff on the bottom of his cage when he went to feed him one morning. Herman was stunned. Not stunned at the death of his pet, but stunned at how he felt about that. Seven years ago he had come across the baby magpie sitting fluffy and bewildered in the middle of the road. His first instinct had been to run it over because magpies were a pest. But his wife had grabbed the wheel of the truck when she saw what he was up to and made him stop. "Achhh Herman. You are such a brute. They make good pets". She had clambered out of the truck, gathered up the fluffy ball, and cuddled it on the ride home.

STORY STRUCTURE

Characters

Fletch the pet magpie
Herman
Herman's wife

Setting

Herman's place

Problem

Fletch was dead

Setting a Purpose: **READ - look for the development of the PROBLEM and how it affects the characters.**

Fast Finishers - Use the margin to make notes for your story web

**occurring earlier than expected*

important character description

Herman wasn't really a brute. His wild, **prematurely*** grey hair gave him the appearance of a **bushman's Einstein** and the gruff way that he talked gave the impression that he was cold and unfeeling. But now that Fletch had gone, Herman realised the truth ... he had been a good pet, and without him his world seemed bent and out of shape. He missed the way Fletch would **mimic** him when he stood on the porch and called the dog. He missed the way Fletch would sit on his shoulder and peck his head at night as he snoozed in front of the fire.

Feelings

Herman was surprised at how much he missed Fletch

Setting a Purpose: **What will Herman do? Brainstorm possibilities. READ - look for the ACTION.**

Fast Finishers - Use the margin to make notes for your story web

"Achhh get over it Herman," said his wife when she caught him **moping** about the house later that day. "It was just a bird." But Herman was indeed deeply affected.

"Herman! Where are you going? I need you to chop some firewood."

"I need to find another magpie," he muttered as he headed out the door.

"Achhh don't be stupid. It's too late. They will all have left their nests by now."

Action

Herman decided he needed to get a replacement

Setting a Purpose: **What might happen next? Brainstorm possibilities - READ**

Fast Finishers - Use the margin to make notes for your story web

**poorly maintained, likely to fall apart or collapse*

Herman knew she was probably right but he needed to get this sorted out. He headed down the forest road that backed onto his **ramshackled*** property. He knew there were magpie nests in the tall pines that lined the road. He knew the faint squawk of a baby magpie waiting impatiently for it's mother to return with some tasty morsel. He carefully picked his way through the scrub on the side of the road, pausing now and then, head cocked, listening, waiting. There it was a faint peep from high above his head. For half an hour he patiently moved back and forth, adjusting his position one step at a time as he attempted to zero in on the exact tree. Finally he was convinced.

Action

Herman locates a baby magpie in a nest high up in a tree.

Setting a Purpose: *What might happen next? Brainstorm possibilities.*
READ - look for the ACTION.

Fast Finishers - Use the margin to make notes for your story web

hyperbole The pine was many years old with a tall straight trunk that **disappeared into the sky**. He leapt high, grabbed the lowest branch and heaved himself up. Higher and higher he climbed, the trunk growing increasingly slender and the branches becoming increasingly precarious beneath his heavily cleated work boots. At last he could see the nest perched higher, much higher, than he had anticipated. A cold southerly breeze had sprung up now and **the tree swayed in protest trying to shake free this intruder**. The nest above him moved violently. He was right. There was something in it. Carefully he peeked over the edge - an **agitated** ball of baby magpie feathers.

personification

colourful adjective

Action

Herman climbs the tree to
Get the magpie

Setting a Purpose: *What will happen next? READ - look for the OUTCOME.*

Fast Finishers - Use the margin to make notes for your story web

tension building It was only then that it occurred to Herman that he had not thought this thing through very carefully. He had his bird but how was he going to get it down. But Herman was a man of great determination and invention! He retreated some distance back down the tree until he found a substantial branch, and doubled himself over it. He reached down to untie the triple knot on his work boot. Carefully he removed his boot then his sock and wiggled his now bare foot back into his shoe. Sock clenched in his teeth, he once again approached the nest from below. There was a bit of a struggle but once the baby magpie was nestled deep within his sock there was silence. Herman retraced his steps down the tree, his prize firmly clenched between his teeth.

As he swung from the lowest branch to the ground and headed for home he noted, very briefly, that the kink had gone. Herman was at one with his world again. He was oblivious to the flapping of wings high up in the tree and the dismayed squawk from a frantic mother.

Problem development

How will he get the baby bird
back down the tree.

Action

He uses his sock

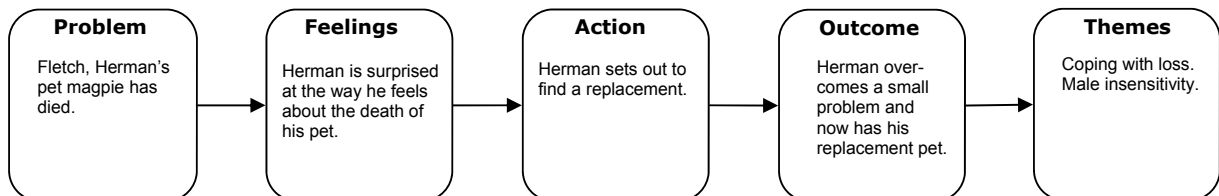
Outcome

Herman is happy. His problem
has been solved. But he doesn't
notice that the mother bird now
has a problem

AFTER READING DISCUSSION

1. Story Structure : Review the story web now that the whole story has been read

- Summarise the main problem and how the characters deal with it (see suggestions below)
- What was the story about? Is there a message? Is there something we can learn from this? (theme)



2. Story Evaluation : What has the author done to try and make this a good story?

This is aimed at developing the language and the ability to critique the short story genre relating directly to Follow-up Activity 10.

Use **"How Good is this Story?"** on **page 68** as a basis for this discussion.

The following are the sort of comments which the teacher should be looking for.

Setting: A backdrop to the colourful character - a ramshackled property..

Characters: Herman is a 'big' character, interesting and unusual. We learn about him through his actions in the story.

Story Structure: Simple plot follows normal time sequence. The development of the character provides the interest. A satisfying ending with an edgy twist at the end.

Theme: A significant theme about the way (some) males deal with their feelings and loss.

Language Features: Some lively imagery and descriptions in the character development.

FOLLOW-UP ACTIVITIES - Using Bloom's Taxonomy

- Go through the ACTIVITIES sheet with your students
- Brainstorm and discuss ideas, model activities where necessary
- Assign activities or allow choice depending on time constraints and / or the needs of your students

The Perfect Solution by Hilton Ayrey

Kate was very happy with the new arrangements. Eighteen years old and alone on her first overseas adventure, she had spent an exhausting month couch-surfing with random friends-of-friends and vague acquaintances, always feeling guilty and on edge. Now she had a place of her own for the next three months right in the very heart of the city. Everything was at her finger tips; a selection of the best cafes in the bustling metropolis, cinemas, museums and art galleries, the most expensive restaurants. Not that her meagre savings would allow her to indulge in any frivolities, but it was a comfort to know it was all there and she often wandered the exclusive shopping precincts marvelling at the style and fashion available in one the world's biggest and brightest cities.

It had happened quite miraculously, a case of being in the right place at the right time. The family had been desperate for a house-sitter in their expensive downtown apartment while they travelled for their summer vacation. There was a small catch; the family pet dog needed some special attention. Pills and potions to be taken three times a day were a little inconvenient but one couldn't complain given the stunning living quarters, the view over the park, and all the other benefits of downtown city living.

However, on the sixth day of her sojourn she awoke to an eerie silence. Usually Bernard would have been scratching on the bedroom door ready for his early morning constitutional. Today he lay still in his basket ...too still. Closer examination confirmed her worst fear. Bernard had passed away. What do you do with the body of a 20 kg Doberman in the middle of the city? Her only option was to take the body to the vet and have him dispose of it. The family had left contact details if anything went wrong. A quick google search of the vet's website wasn't very comforting. It was the weekend so there was going to be a hefty after-hours fee and an 10 kilometres trip across town. She would have to take the tube. She remembered seeing a huge suitcase in the cupboard and with great effort (she was just a small girl), managed to squeeze the corpse in.

Out on the sidewalk the wheels on the suitcase creaked under the load but no one would have thought she was anything but another anxious, weary traveller bustling through the early morning traffic as she wheeled her way to the local tube station. On the train, she was very careful not to draw attention to herself, very conscious of her dodgy luggage. Across from her a pleasant looking man smiled at her, a beacon amidst the stony-faced urbanites who were lost in their own troubles as the tube clattered on monotonously to its underground destination.

Finally she reached her stop and rose to her feet, awkwardly navigating her way to the opening doors. Her next problem would be the stairs from the platform to the street above. There was no escalator. As she paused to gather her strength for the haul, the man from the train materialised beside her. "That looks like a very heavy case. Can I help you with it?" he enquired. He seemed so willing to help she could not refuse. "What have you got in here?" he asked, testing the heaviness of the suitcase. "Ahhh..." She had to think fast... "Just a heap of computer equipment." The weight didn't seem to be a problem to him as he heaved the bag up the first flight of stairs. In fact Kate was having trouble keeping up with him. An elderly man and his wife were directly in front of her as she tackled the second flight of stairs and now she had lost contact with the man and her suitcase. She started to panic. By the time she got to the street he was 30 metres ahead of her. She called out but now he was hurrying away from her, pushing rudely through the bustling foot traffic, and then he was gone swallowed up by the crowd.

She stood there on the pavement perplexed ... and then she smiled. She was very happy with the new arrangements.

Notes on Story Structure

Characters
Setting
Problem
Feelings
Action
Outcome
Themes

The Perfect Solution by Hilton Ayrey

ACTIVITIES

Short Stories 3:9

REMEMBERING - What are the facts

1. Make a list of all information you can find in the story about Kate and the man on the train. Show this information on **CHARACTER WEBS**, one for Kate and one for the man.
Draw a picture of each character in the centre of their character web.

UNDERSTANDING - Reading between the lines

2. Why was Kate exhausted at the beginning of the story?
How did Kate get the house-sitting job?
For each answer try to find a quote from the story to support your ideas.
Write your own question that requires the person answering it to read between the lines.

APPLYING - Using what you know from the story

3. **NEWSFLASH:** Write a news story for the TV news about the subway thief who got so much more than he bargained for. Include an interview with Kate.
Remember to write a strong wrap-up to end your news story.
Practise with a friend and be ready to present it to your group or class as a role play.
4. **POETRY:** Write a poem or a rap song about 'the perfect solution' to Kate's problem.

ANALYSING - Breaking down the story to show how it works

5. **STORY MAP:** Draw a story map of all the settings in this story and how they are linked. Use labels to show the places mentioned and the events that took place.
Be prepared to explain your Story Map to others.
6. Create a **STORY WEB**. You may have started this or talked about it when you read the story. Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME

CREATING - Coming up with new ideas

7. **OTHER POINT OF VIEW:** Rewrite the story from the man on the train's point of view.
8. **DESIGN BRIEF:** Design some luggage that cannot be stolen. Include three levels of security so that it is absolutely thief-proof.
Label your drawings or write descriptions to explain your interesting ideas.

EVALUATING - Exploring ideas and rating stories

9. SEEING BOTH SIDES

"Never accept help from strangers"

Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...

I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

10. HOW GOOD IS THIS STORY

Give this story a rating out of 5 for each of the following criteria (1 = weak, 5 = excellent)

- ♦ **CHARACTERS** - Has the author created interesting characters?
- ♦ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
- ♦ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
- ♦ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.

LESSON PLAN

Short Stories 3:9 RA 13-15 years

The Perfect Solution

by Hilton Ayrey

STORY SUMMARY

Kate was very happy with her new apartment. She was house sitting for a family who were going on holiday and her only responsibility was to look after the family dog. However, things started to unravel when she wakes up to find the dog has died. How do you dispose of a 25kg dog in the middle of one of the biggest cities in the world?

LEARNING OUTCOMES - choose from the list on page 63 according to the needs of your students

BEFORE READING DISCUSSION: Accessing prior knowledge and personal experiences

Discuss title "The Perfect Solution" - what clues are there in this title about the story?

Discuss students' experiences with problems that get sorted perfectly. Share examples.

GUIDED SILENT READING PROCESS - follow this three step process for each chunk of text (more details page 10)

Step One: SET A PURPOSE and READ: *What to look for when you read this passage.*

Step Two: DETAILED RETELLING: *Making sure we have got the message right.*

Step Three: CLEAR ROADBLOCKS and ADD to STORY WEB: *Identifying new information about story structure.*

Bold Italics = strong language features, vocabulary or concepts that provide interest and may present roadblocks to comprehension.

Setting a Purpose: READ - look for SETTING and CHARACTERS.

Fast Finishers - Use the margin to make notes for your story web.

STORY STRUCTURE

LANGUAGE FEATURES

Kate was very happy with the new arrangements. Eighteen years old and alone on her first overseas adventure, she had spent an exhausting month couch-surfing with random friends-of-friends and vague acquaintances, always feeling guilty and on edge. Now she had a place of her own for the next three months right in the very heart of the city. Everything was at her finger tips; a selection of the best cafes in the **bustling* metropolis****, cinemas, museums and art galleries, the most expensive restaurants. Not that her **meagre*** savings would allow her to indulge in any **frivolities***, but it was a comfort to know it was all there and she often wandered the **exclusive*** shopping precincts marvelling at the style and fashion available in one the world's biggest and brightest cities.

**hurried and energetic*

*** large city*

**unsatisfactory in quantity*

**silly trivial behaviour*

**limited to a small group*

Characters

Kate - 18 years old on an overseas adventure.

Setting

A large, busy, exciting city

Setting a Purpose: READ - look for the PROBLEM.

Fast Finishers - Use the margin to make notes for your story web

It had happened quite miraculously, a case of being in the right place at the right time. The family had been desperate for a house-sitter in their expensive downtown apartment while they travelled for their summer vacation. There was a small catch; the family pet dog needed some special attention. Pills and potions to be taken three times a day were a little inconvenient but one couldn't complain given the stunning living quarters, the view over the park, and all the other benefits of downtown city living.

Problem

Establishing the backstory. No problem yet

Setting a Purpose: What might the problem be. Brainstorm possibilities.

READ - look for the PROBLEM.

Fast Finishers - Use the margin to make notes for your story web

**a short stay at a place*

**a short walk taken regularly for health reasons*

However, on the sixth day of her **sojourn*** she awoke to an **eerie** silence. Usually Bernard would have been scratching on the bedroom door ready for his early morning **constitutional***. Today he lay still in his basket ... too still. Closer examination confirmed her worst fear. Bernard had passed away. What do you do with the body of a 25 kg Doberman in the middle of the city? Her only option was to take the body to the vet and have him dispose of it. The family had left contact details if anything went wrong. A quick google search of the vet's website wasn't very comforting. It was the weekend so there was going to be a hefty after-hours fee and a 10 kilometres trip across town. She would have to take the **tube***. She remembered seeing a huge suitcase in the cupboard and with great effort (she was just a small girl), managed to squeeze the corpse in.

Problem

The dog is dead. How was Kate going to get rid of the body of a 35 kg dog?

Action

She squeezed the dead dog into a large suitcase.

<p>Setting a Purpose: <i>How is this going to work out? Brainstorm possibilities.</i> READ - look for the ACTION / OUTCOME. <i>Fast Finishers</i> - Use the margin to make notes for your story web</p>	<p>Out on the sidewalk the wheels on the suitcase creaked under the load but no one would have thought she was anything but another anxious, weary traveller bustling through the early morning traffic as she wheeled her way to the local tube station. On the train, she was very careful not to draw attention to herself, very conscious of her dodgy* luggage. Across from her a pleasant looking man smiled at her, a beacon amidst the stony-faced urbanites* who were lost in their own troubles as the tube clattered on monotonously to its underground destination.</p> <p><i>*suspect, untrustworthy metaphor *city dweller</i></p> <p>Action Kate set out for the vet's with the dog in the suitcase.</p> <p>Feelings Kate was feeling nervous about what was in her suitcase.</p>
<p>Setting a Purpose: <i>What will happen next? How is this going to end?</i> READ - look for the OUTCOME. <i>Fast Finishers</i> - Use the margin to make notes for your story web</p> <p>Finally she reached her stop and rose to her feet, awkwardly navigating her way to the opening doors. Her next problem would be the stairs from the platform to the street above. There was no escalator. As she paused to gather her strength for the haul, the man from the train materialised beside her.</p> <p>"That looks like a very heavy case. Can I help you with it?" he enquired. He seemed so willing to help she could not refuse.</p> <p>"What have you got in here?" he asked, testing the heaviness of the suitcase.</p> <p>"Ahhh..." She had to think fast... "Just a heap of computer equipment." The weight didn't seem to be a problem to him as he heaved the bag up the first flight of stairs. In fact Kate was having trouble keeping up with him. An elderly man and his wife were directly in front of her as she tackled the second flight of stairs and now she had lost contact with the man and her suitcase. She started to panic. By the time she got to the street he was 30 metres ahead of her. She called out but now he was hurrying away from her, pushing rudely through the bustling foot traffic, and then he was gone, swallowed up by the crowd.</p> <p><i>metaphor</i></p> <p><i>*puzzled, confused</i> She stood there on the pavement perplexed* ... and then she smiled. She was very happy with the new arrangements.</p> <p>Outcome A man has stolen her suitcase thinking it was full of computer equipment. The perfect solution!!!!</p>	<p>AFTER READING DISCUSSION</p> <p>1. Story Structure : Review the story web now that the whole story has been read</p> <ul style="list-style-type: none"> Summarise the main problem and how the characters deal with it (see suggestions below) What was the story about? Is there a message? Is there something we can learn from this? (theme) <div data-bbox="188 1321 1407 1512"> <pre> graph LR Problem[Problem Bernard the dog has died. How is Kate going to get rid of the body?] --> Feelings[Feelings Kate is anxious about transporting the body across the city. She is nervous about what was in her suitcase.] Feelings --> Action[Action She loads the dog into a suitcase and takes the tube to the vet's. A man wants to help her.] Action --> Outcome[Outcome The man steals her suitcase thinking it is full of computer equipment. A perfect solution.] Outcome --> Themes[Themes Problem solving. Karma - if you do bad things they sometimes catch up with you.] </pre> </div> <p>2. Story Evaluation : What has the author done to try and make this a good story?</p> <p>This is aimed at developing the language and the ability to critique the short story genre relating directly to Follow-up Activity 10. Use "How Good is this Story?" on page 68 as a basis for this discussion. The following are the sort of comments which the teacher should be looking for.</p> <p>Setting: A large, busy city. Very important to the problem.</p> <p>Characters: A believable character. The reader easily identifies with her dilemma and the solution.</p> <p>Story Structure: Simple linear storyline with a surprise and very satisfying solution to the problem.</p> <p>Theme: A strong theme of retribution for someone who is doing the wrong thing.</p> <p>Language Features: A range of interesting vocabulary add colour and contribute to the mood and writing style - meagre, frivolities, exclusive, sojourn, eerie, constitutional, perplexed, urbanite, as well as two examples of metaphors.</p> <p>FOLLOW-UP ACTIVITIES - Using Bloom's Taxonomy</p> <ul style="list-style-type: none"> Go through the ACTIVITIES sheet with your students Brainstorm and discuss ideas, model activities where necessary Assign activities or allow choice depending on time constraints and / or the needs of your students

RUGBY LEAGUE MAN BY ROSE GREGORY

Logan stared at the display of rugby league images on the wall of his bedroom, directly opposite the bed. All these pictures were strategically placed so that he could lie in bed, study them, absorb them and burn them into his brain. His Dad had told him, "If you want to know the game then study the greats. There's plenty you can pick up on. Watch the lines they run; how they tackle; how they make the ball do the work."

Logan didn't need any prompting. He had gathered his pictures from anywhere he could: newspapers, magazines, the internet, old game programmes, even his mates. He covered blank bedroom-wall space with blue-tacked pictures of fierce, well-muscled, sweating men tackling, kicking, fending, playing the ball, pushing and shoving, scoring tries, yelling and punching the air.

"There's always something to learn, no matter how good you are," Dad had said. "Look at Billy Slater. He was talking on 'The Footy Show' last week about how he's working on catching the high ball! Billy Slater! One of the greatest fullbacks the Aussies have ever had!" Billy Slater. Billy the Kid. Logan's eyes flicked to the top right of his wall. Billy's sleek, pale figure was poised in mid-air over the try-line, sliding between two bulky defenders. Billy was all about acceleration. Logan stood and began to stretch, warming and energising his muscles. He grabbed an ankle and pulled his leg up behind until his foot reached his butt. It wasn't long 'til the game now. He could feel the tension and the excitement building in his chest. He pulled the other leg, elongating his thigh muscle.

Logan's gaze slid to the photograph of Benji Marshall. He was running, dodging in mid-air with his feet going in one direction and his body in another. His hard little bullet head and his face were all determination while his opposite number crouched, legs apart and rooted to the ground, bemused, not knowing which way to throw his body in the tackle. Well, they were calling Benji a 'magician' these days after he worked miracles in the dying seconds of the Kiwi / Aussie test. He had snatched a victory for New Zealand that left Australia stunned and devastated. Logan feinted to his left and shimmied to his right. Man, there would need to be some Benji Marshall magic in the big game today.

Logan shook out his football jersey and pulled it on, sensing as he always did, a rush of pride. The fabric felt light, cool and smooth. He shivered with anticipation. Then he looked at his favourite, most inspiring picture, the one of 'The Beast', Manu Vatuvei. The huge figure of Manu stood on the wing, alert and waiting. His brown skin glistened under the lights of a night game; his head was lifted and his hair stood out, shining like a halo under the stadium lights. His slightly-narrowed eyes were looking far away; his nostrils flared as if he was sniffing the air, sensing the action, ready for battle. His form, with its massive, muscular limbs looked like a sculpture, perfectly formed and all-powerful, potent with life and strength. Logan flexed his own developing biceps and dropped to the floor for five quick press-ups. Manu was all about brute strength, unstoppable power.

"Hurry up," Dad called. "What are you doing in there?" Logan high-fived the air in front of his heroes. "Wish us luck, boys!" he said, as he grabbed the rest of his things and raced out the bedroom door. In the lounge, everyone was getting ready. They had their Warriors jerseys on, the popcorn and drinks were out and the announcers on Sky Sport were enthusiastically introducing the player profiles. Logan wound his Warriors scarf around his neck and waved his Warriors flag. "Go the Warriors!" he yelled.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Themes

RUGBY LEAGUE MAN BY ROSE GREGORY

ACTIVITIES

Short Stories 3:10

REMEMBERING - What are the facts

1. Make a list of all the information you can find in the story about Logan's rugby league heroes. Show this information on three **CHARACTER WEBS**.
Draw a picture of each character in the centre of their character web.

UNDERSTANDING - Reading between the lines

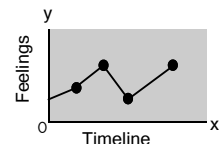
2. Why did Logan have pictures of his heroes on his bedroom wall?
Why do you think 'The Beast' was his favourite?
For each answer try to find a quote from the story to support your ideas.
Write your own question that requires the person answering it to read between the lines.

APPLYING - Using what you know from the story

3. **NEWSFLASH:** Write a news story for the TV news about Logan's dedication to rugby league and the way he prepares himself for the big games. Include short interviews with Logan and his father. Remember to write a strong wrap-up to end your news story.
Practise with a friend and be ready to present it to your group or class as a role play.
4. **POETRY:** Write a poem or a rap song about Logan's heroes. Try to include some of the describing words used in the story and add some of your own.

ANALYSING - Breaking down the story to show how it works

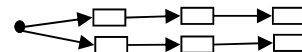
5. **STORY GRAPH:** Show how Logan is feeling throughout this story.
The y axis should show feelings : 0 = feeling calm, happy, 5 = feeling anxious
The x axis should be a timeline : 0 = beginning of the story to the end.
The dots on the graph should mark special events in the story. Label what they are.



6. Create a **STORY WEB**. You may have started this or talked about it when you read the story. Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME

CREATING - Coming up with new ideas

7. **WHAT IF:** "Wish me luck boys!" he said, as he grabbed the rest of his things and raced out the bedroom door.
Brainstorm some other directions that this story could go in from this point on. Use flow charts.
OR Choose your best idea and rewrite the last part of the story
Draw it as a comic strip with speech and thought bubbles
8. **DESIGN BRIEF:** Design the ultimate rugby league player that has all the skills mentioned in the story and so much more!
Label your drawings or write descriptions to explain your interesting ideas.



EVALUATING - Exploring ideas and rating stories

9. SEEING BOTH SIDES

"Rugby League players are important role models for young people."

Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...	I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

10. HOW GOOD IS THIS STORY

Give this story a rating out of 5 for each of the following criteria (1 = weak, 5 = excellent)

- ♦ **CHARACTERS** - Has the author created interesting characters?
- ♦ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
- ♦ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
- ♦ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.

LESSON PLAN

Short Stories 3:10 RA 13-15 years

RUGBY LEAGUE MAN BY ROSE GREGORY

STORY SUMMARY

Logan is in his room preparing himself for the big game. He is surrounded by all his Rugby League heroes and gains inspiration for what is up ahead from his memories of their special skills and abilities. But now it is time to go. He pulls on his jersey and heads out to the lounge to watch the Warriors match on TV.

LEARNING OUTCOMES - choose from the list on page 63 according to the needs of your students

BEFORE READING DISCUSSION: Accessing prior knowledge and personal experiences

Discuss title "Rugby League Man" - what clues are there in this title about the story?

Discuss students' experiences with people who are fanatical about sport.

GUIDED SILENT READING PROCESS - follow this three step process for each chunk of text (more details page 10)

Step One: SET A PURPOSE and READ: What to look for when you read this passage.

Step Two: DETAILED RETELLING: Making sure we have got the message right.

Step Three: CLEAR ROADBLOCKS and ADD to STORY WEB: Identifying new information about story structure.

Bold Italics = strong language features, vocabulary or concepts that provide interest and may present roadblocks to comprehension.

Setting a Purpose: READ - look for SETTING and CHARACTERS.

Fast Finishers - Use the margin to make notes for your story web.

STORY STRUCTURE

LANGUAGE FEATURES

"in a clever or useful way"

rugby league jargon

Logan stared at the display of rugby league images on the wall of his bedroom, directly opposite the bed. All these pictures were **strategically*** placed so that he could lie in bed, study them, absorb them and burn them into his brain. His Dad had told him, "Study the greats. Use them for inspiration. There's plenty you can pick up on. Each one has his own special qualities. Watch **the lines they run**; how they tackle; how they **make the ball do the work.**"

Characters

Logan

Setting

His bedroom

Setting a Purpose: What might the problem be? Brainstorm possibilities.

READ - look for the PROBLEM.

Fast Finishers - Use the margin to make notes for your story web

Logan didn't need any prompting. He had gathered his pictures from anywhere he could: newspapers, magazines, the internet, old game programmes, even his mates. He covered blank bedroom-wall space with blue-tacked pictures of fierce, well-muscled, sweating men tackling, kicking, fending, playing the ball, pushing and shoving, scoring tries, yelling and punching the air.

"There's always something to learn, no matter how good you are," Dad had said. "Look at Billy Slater. He was talking on 'The Footy Show' last week about how he's working on catching the high ball! Billy Slater! One of the greatest fullbacks the Aussies have ever had!"

Billy Slater. Billy the Kid. Logan's eyes flicked to the top right of his wall. Billy's sleek, pale figure was poised in mid-air over the try-line, sliding between two bulky defenders. Billy was all about acceleration. Logan stood and began to stretch, warming and energising his muscles. He grabbed an ankle and pulled his leg up behind until his foot reached his butt. It wasn't long 'til the game now. He could feel the tension and the excitement building in his chest. He pulled the other leg, **elongating*** his thigh muscle.

**making longer*

Problem

Logan is psyching himself up for the big game.

Feelings

He feels the tension and excitement building.

Action

Logan reminds himself of what Billy Slater brings to the game and does some stretches.

Setting a Purpose: READ - look for the FEELINGS and ACTION

Fast Finishers - Use the margin to make notes for your story web

metaphor

Logan's gaze slid to the photograph of Benji Marshall. He was running, dodging in mid-air with his feet going in one direction and his body in another. His hard little **bullet head** and his face, were all determination while his opposite number crouched, legs apart and rooted to the ground, bemused, not knowing which way to throw his body in the tackle. Well, they were calling Benji a 'magician' these days after he worked miracles in the dying seconds of the Kiwi / Aussie test. He had snatched a victory for New Zealand that left Australia stunned and devastated. Logan **fainted** to his left and **shimmied**** to his right. Man, there would need to be some Benji Marshall magic in the big game today.

**a deceptive action made to disguise what is intended*

***quick movement of the body to the side*

Action

Logan reminds himself of Benji Marshall's magical qualities.

Setting a Purpose: **READ - look for the FEELINGS and ACTION**

Fast Finishers - Use the margin to make notes for your story web

simile
metaphor
simile
**strong and effective*

Logan shook out his football jersey and pulled it on, sensing as he always did, a rush of pride. The fabric felt light, cool and smooth. He shivered with anticipation. Then he looked at his favourite, most inspiring picture, the one of 'The Beast', Manu Vatuvei. The huge figure of Manu stood on the wing, alert and waiting. His brown skin **glistened** under the lights of a night game; his head was lifted and his hair stood out, shining **like a halo** under the stadium lights. His slightly-narrowed eyes were looking far away; his **nostrils flared as if he was sniffing the air, sensing the action, ready for battle**. His form, with its massive, muscular limbs looked **like a sculpture**, perfectly formed and all-powerful, **potent*** with life and strength. Logan flexed his developing biceps and dropped to the floor for five quick press-ups. Manu was all about brute strength, unstoppable power.

Action

Logan reminds himself of Manu Vatuvei's strength and power and does some press-ups.

Setting a Purpose: **How will the story end? Brainstorm possibilities. READ - look for the OUTCOME.**

Fast Finishers - Use the margin to make notes for your story web

anticlimactic ending

"Hurry up," Dad called. "What are you doing in there?" Logan high-fived the air in front of his heroes. "Wish us luck, boys!" he said, as he grabbed the rest of his things and raced out the bedroom door. In the lounge, everyone was getting ready. They had their Warriors jerseys on, the popcorn and drinks were out and the announcers on Sky Sport were enthusiastically introducing the player profiles. Logan wound his Warriors scarf around his neck and waved his Warriors flag. "Go the Warriors!" he yelled.

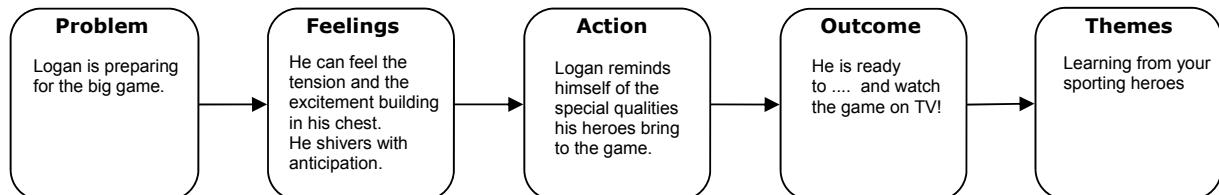
Outcome

Game time - Logan is ready to go and watch the game on the TV in the lounge.

AFTER READING DISCUSSION

1. Story Structure : Review the story web now that the whole story has been read

- Summarise the main problem and how the characters deal with it (see suggestions below)
- What was the story about? Is there a message? Is there something we can learn from this? (theme)



2. Story Evaluation : What has the author done to try and make this a good story?

This is aimed at developing the language and the ability to critique the short story genre relating directly to Follow-up Activity 10.

Use **"How Good is this Story?"** on **page 68** as a basis for this discussion.

The following are the sort of comments which the teacher should be looking for.

Setting: The world Logan has created in his bedroom is central to the story. Very vivid descriptions of the posters on the wall are important to the story.

Characters: Single character - has a well defined purpose or passion which makes the character come alive.

Story Structure: The tension builds steadily leading the reader on a false trail which creates the anticlimax at the end. Some may find this a satisfying ending. Others may be disappointed by it.

Theme: Being inspired by sporting heroes.

Language Features: Strong imagery used in the player descriptions creates mood and atmosphere.

FOLLOW-UP ACTIVITIES - Using Bloom's Taxonomy

- Go through the ACTIVITIES sheet with your students
- Brainstorm and discuss ideas, model activities where necessary
- Assign activities or allow choice depending on time constraints and / or the needs of your students

Finding My Place

by Bayley Corfield

The rain thunders at my feet. It stabs at my face like a thousand tiny knives. The wind is fierce as it drills into me looking for an opening. The weather mirrors my mood; turbulent and confused. The prospect of what lies ahead is daunting. Even my bright yellow parka, bought to cheer me on such days, cannot draw a smile. As I bow my head and round the corner a faint, familiar sound lures me on. I recognise it. A saxophone in the hands of a skilled musician, like a silver lining on this miserable day. It carries me, an escalator of sound, to its origin. It paves a pathway, each note a new footstep, lifting my spirits.

* * *

The smell of wood smoke hangs thick in the air and the sounds of the bar hum around me. My saxophone is cold against my hands and I cradle it as I lean further in towards the fire. The flames flicker and dance with every turn of my stomach, as if they can feel my nerves. I glance around as the bar erupts with applause, and I see the other band striding towards us. An aura of satisfaction surrounds them as they swiftly exit, high on their apparent success. Now it is our turn.

We take our seats, still warm from our opponents, and wait as the crowd settles and refocuses their attention. What have we to offer? I lift my saxophone to my lips. They tremble with the tension from the room and the anticipation of playing the first note. The room falls silent. I immediately feel that familiar coldness of doubt surge through my limbs. I am turning to ice, frozen to my chair. Why would I do this to myself?

"1, 2 a 1, 2, 3, 4"

The voice of our conductor rouses me and I begin to play. My fingers move automatically, summoning up the familiar riffs. I am no longer aware of the audience, only the reassurance of my saxophone. Warmth begins to flow through my hands and arms, encompassing me, melting away the apprehension. My saxophone feels so natural now, an extension of me and one with the band around me. I have played this song many times before and know it so well but this time it feels as if it knows me. It rises and falls, builds and ebbs until the last few notes emanate from the bell of my saxophone and hang in the air.

I wait on the audience, that millisecond of time where the performance is weighed and measured. In slow motion my gaze sweeps the floor looking for a clue; a man with his head down deep in thought, a woman with her eyes closed savouring the moment. And then it comes like a wave from the sea; ripples of applause building into a raucous crescendo. I rise from my seat and acknowledge the response.

Stepping back out into the cold embrace of the street, I can still feel the glow of the performance. The praise resounds in my head. The connection between musician and audience lingers. As I bow my head and round the corner I have my answer. Music has become my poetry; life would be a mistake without it.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Themes

Finding My Place

by Bayley Corfield

ACTIVITIES

Short Stories 3:11

REMEMBERING - What are the facts

1. Make a list of all the information you can find in the story about the storyteller.
Show this information on a **CHARACTER WEB**.
Draw a picture of the storyteller in the centre of his or her character web.

UNDERSTANDING - Reading between the lines

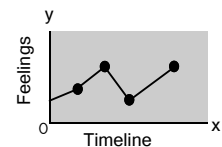
2. Why is the story called 'Finding My Place'? Can you come up with a better title?
How is the storyteller feeling at the beginning of the story? What is the cause of this mood?
For each answer try to find a quote from the story to support your ideas.
Write your own question that requires the person answering it to read between the lines.

APPLYING - Using what you know from the story

3. **NEWSFLASH:** Write a review for TV of the performance described in the story.
Include short interviews with the storyteller and someone from the audience.
Remember to write a strong wrap-up to end your review.
Practise with a friend and be ready to present it to your group or class as a role play.
4. **POETRY:** Use the information in the story to write a poem or rap about performing music live for an audience.

ANALYSING - Breaking down the story to show how it works

5. **STORY GRAPH:** Show how the storyteller is feeling throughout this story.
The y axis should show feelings : 0 = feeling worried, unhappy 5 = feeling happy, excited
The x axis should be a timeline : 0 = beginning of the story to the end.
The dots on the graph should mark special events in the story. Label what they are.
6. Create a **STORY WEB**. You may have started this or talked about it when you read the story.
Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME



CREATING - Coming up with new ideas

7. **WHAT COMES NEXT:** What will happen to the storyteller next?
Brainstorm at least 3 possibilities. Choose your best idea.
Write the next chapter to this story **OR** show what happens as a comic strip.
8. **DESIGN BRIEF:** Design some clothing or a piece of equipment that would help to cheer you up or stop you from feeling anxious and nervous when you have to do something in front of a lot of people.
Label your drawings or write descriptions to explain your interesting ideas.

EVALUATING - Exploring ideas and rating stories

9. SEEING BOTH SIDES

"If you feel nervous about doing something you shouldn't do it"

Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...

I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

10. HOW GOOD IS THIS STORY

Give this story a rating out of 5 for each of the following criteria (1 = weak, 5 = excellent)

- ♦ **CHARACTERS** - Has the author created interesting characters?
- ♦ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
- ♦ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
- ♦ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.

LESSON PLAN

Short Stories 3:11 RA 15-16 years

Finding My Place by Bayley Corfield

STORY SUMMARY

The storyteller is nervous and apprehensive about a musical performance. She doubts her ability and wonders why she is doing this to herself. But once the performance starts she gets lost in the music and the reaction from the audience displaces any fears she may have had about her ability. She has 'found her place'.

LEARNING OUTCOMES - choose from the list on page 63 according to the needs of your students

BEFORE READING DISCUSSION: Accessing prior knowledge and personal experiences

Discuss title "Finding My Place" - what clues are there in this title about the story?

Discuss students' experiences with public performances. How does it feel?

GUIDED SILENT READING PROCESS - follow this three step process for each chunk of text (more details page 10)

Step One: SET A PURPOSE and READ: *What to look for when you read this passage.*

Step Two: DETAILED RETELLING: *Making sure we have got the message right.*

Step Three: CLEAR ROADBLOCKS and ADD to STORY WEB: *Identifying new information about story structure.*

Bold Italics = strong language features, vocabulary or concepts that provide interest and may present roadblocks to comprehension.

Setting a Purpose: READ - look for SETTING and CHARACTERS.

Fast Finishers - Use the margin to make notes for your story web.

STORY STRUCTURE

LANGUAGE FEATURES

Strong imagery - metaphors and similes

The rain **thunders at my feet**. It stabs at my face **like a thousand tiny knives**. The wind is fierce as **it drills into me** looking for an opening. The **weather mirrors my mood**; turbulent and confused. The prospect of what lies ahead is daunting. Even my bright yellow parka, bought to cheer me on such days, cannot draw a smile. As I bow my head and round the corner a faint, familiar sound lures me on. I recognise it. A saxophone in the hands of a skilled musician, **like a silver lining** on t his miserable day. It carries me, an **escalator of sound**, to its origin. It **paves a pathway**, each note a new footstep, lifting my spirits.

Characters

The storyteller
- feeling turbulent and confused

Setting

Outside - in a storm

Problem

Something up ahead

Feelings

turbulent, confused, daunted

Setting a Purpose: READ - look for the PROBLEM.

Fast Finishers - Use the margin to make notes for your story web

personification

The smell of wood smoke hangs thick in the air and the sounds of the bar hum around me. My saxophone is cold against my hands and I cradle it as I lean further in towards the fire. The flames flicker and dance with every turn of my stomach, **as if they can feel my nerves**. I glance around as the bar erupts with applause, and I see the other band striding towards us. An aura of satisfaction surrounds them as they swiftly exit, high on their apparent success. Now it is our turn.

Setting

Inside a bar

Problem

Storyteller has to perform for an audience

Feelings

nervous, butterflies in stomach

Setting a Purpose: READ - look for development of the PROBLEM and FEELINGS.

Fast Finishers - Use the margin to make notes for your story web

metaphor

We take our seats, still warm from our opponents, and wait as the crowd settles and refocuses their attention. What have we to offer? I lift my saxophone to my lips. They tremble with the tension from the room and the anticipation of playing the first note. The room falls silent. I immediately feel that familiar **coldness of doubt** surge through my limbs. I am turning to ice, frozen to my chair. Why would I do this to myself?

Feelings

Storyteller is doubting his/her ability to perform - freezing up

Setting a Purpose: **READ - look for the ACTION.**

Fast Finishers - Use the margin to make notes for your story web

1, 2 a 1, 2, 3, 4"

The voice of our conductor rouses me and I begin to play. My fingers move automatically, summoning up the familiar riffs. I am no longer aware of the audience, only the reassurance of my saxophone. Warmth begins to flow through my hands and arms, encompassing me, melting away the apprehension. My saxophone feels so natural now, an extension of me and one with the band around me. I have played this song many times before and know it so well but this time it feels as if it knows me. It rises and falls, builds and ebbs until the last few notes emanate from the bell of my saxophone and hang in the air.

Action

Mechanically begins to play. The music takes over and the storyteller becomes lost in the performance.

Setting a Purpose: **What will be the OUTCOME? - READ**

Fast Finishers - Use the margin to make notes for your story web

simile

I wait on the audience, that millisecond of time where the performance is weighed and measured. In slow motion my gaze sweeps the floor looking for a clue; a man with his head down deep in thought, a woman with her eyes closed savouring the moment. And then it comes **like a wave from the sea**; ripples of applause building into a raucous crescendo. I rise from my seat and acknowledge the response.

Outcome

The performance is well received by the audience

Setting a Purpose: **Has the storyteller's conflict been resolved? READ - look for the OUTCOME.**

Fast Finishers - Use the margin to make notes for your story web

metaphor

Stepping back out into the **cold embrace** of the street, I can still feel the glow of the performance. The praise resounds in my head. The connection between musician and audience lingers. As I bow my head and round the corner I have my answer. Music has become my poetry; life would be a mistake without it.

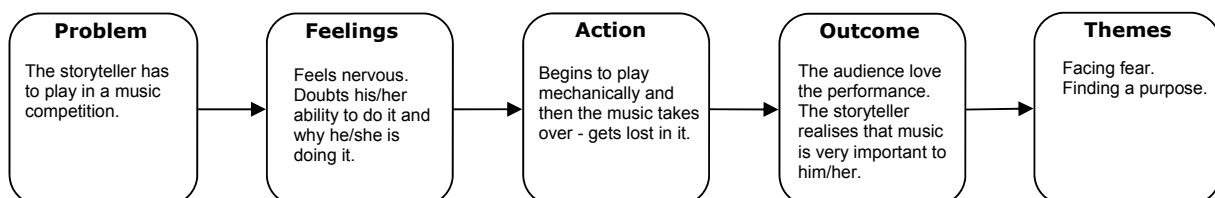
Outcome

The storyteller has resolved the conflict. Music is his/her life.

AFTER READING DISCUSSION

1. **Story Structure : Review the story web now that the whole story has been read**

- Summarise the main problem and how the characters deal with it (see suggestions below)
- What was the story about? Is there a message? Is there something we can learn from this? (theme)



2. **Story Evaluation : What has the author done to try and make this a good story?**

This is aimed at developing the language and the ability to critique the short story genre relating directly to Follow-up Activity 10. Use **"How Good is this Story?"** on page 68 as a basis for this discussion. The following are the sort of comments which the teacher should be looking for.

Setting: A cold wet windy night mirrors the storyteller's mood. The musical competition taking place in a bar is the context for the story problem.

Characters: Strong characterisation - Main character wrestles with a problem and finds the solution.

Story Structure: Wrestling with inner turmoil - rise in tension followed by resolution of the problem.

Theme: A strong theme about finding meaning.

Language Features: Vivid use of imagery to describe the inner thoughts and feelings of the storyteller.

FOLLOW-UP ACTIVITIES - Using Bloom's Taxonomy

- Go through the ACTIVITIES sheet with your students
- Brainstorm and discuss ideas, model activities where necessary
- Assign activities or allow choice depending on time constraints and / or the needs of your students

SAVING McDONALDS

BY HILTON AYREY

Ever since the twins Jackson and Jeffrey could remember, the long summer holidays had always been spent at McDonald's Family Camp. This was no ordinary family camp. It was far off the beaten track with rustic camping sites nestled into the bush of a gentle valley. But the best feature was undoubtedly a stream teeming with all sorts of interesting life forms, tumbling over rocks and forming swimming holes as it wound its way down the valley to a lagoon and finally out to sea. All in all McDonald's Family Camp was an outdoor paradise for mischievous, energetic boys and a much needed respite for the frazzled parents who struggled to keep their 'creative' sons entertained in the cramped city apartment they lived in for the rest of the year.

The camp was owned and run by 'Old McDonald' an elderly gent with a twinkle in his eye. Over the years he had taken these exuberant boys under his wing and taught them how to catch frogs and cockabullies in the stream and spear eels in the wetlands down the road. He encouraged all the kids to play spotlight with torches after dark until they were overcome with fatigue and stumbled into their sleeping bags exhausted. He knew exactly what young boys needed. Jackson and Jeffrey loved Matt McDonald and of course the parents kept coming back each year because they could doze their days away in lounge chairs, free from parental responsibility.

So it was with great anticipation that the Bradley family packed their tent and all the essential paraphernalia into their car and trailer for the annual migration to McDonalds. As they wound their way up the dusty road to the camp entrance a new billboard on the side of the road was the first indication that something had changed.

"Welcome to SAFE HAVEN - a place where you can be sure of a safe holiday.
A++ Health and Safety approved camping. Under new management."

An abrupt, officious greeting confirmed their worst fears as they cruised into the camp car park outside the camp office. Bert Bristletop, the new camp commandant, had a degree in health and safety education and the people skills of a gnat. He was short and squat in statue, dressed in army fatigues and highly polished army boots. His black thinning hair was slicked back immaculately and his small piggy eyes gazed through thick lenses.

The family emerged from the camp office after fifteen minutes of form-filling with bright orange stickers to plaster over their car identifying them as bona fide campers and a four page list of camp rules and regulations. At first this didn't bother the boys whose only thought was to disappear down to the creek and avoid the dreaded tent installation. But when they discovered a two metre high wire netting fence on both sides of the stream their mood changed. It darkened considerably when at 9:30pm on the first evening Bert began his patrol of the campsites with his ugly boxer dog frothing and snarling as Bert warned campers about lights out at 10 pm and his zero tolerance policy for any noise.

But this was Bert's fatal mistake. These boys were well honed in the art of urban warfare which easily transferred into a rural setting. Next morning an infestation of frogs in the toilet block caused havoc when the mum's went for their ablutions. Mysteriously blocked drains resulted in a serious sewerage overflow which had angry campers queuing in frustration outside Bert's office. This was soon followed by an unusual odour in the water supply, a rockslide into the children's playground and regular cuts to the camp electricity supply as the boys explored the full extent of their technological expertise. Overwhelmed by the sheer magnitude of calamity and destruction that cut its swath through the camp, Bert Bristletop mysteriously disappeared and Old McDonald, was press-ganged back into action for the rest of the summer. The fencing came down and a sense of normality returned.

During the following year they received their annual booking newsletter in the mail advising that the camp was once again for sale. The boys high-fived and spent the next five months preparing themselves for another round of action to maintain their precious holiday. There was a great deal of apprehension in the car as they once again approached the camping ground. Grinding up the hill, their car came to rest beneath a new camp billboard.

"Welcome to Camp Freedom - Nudist Colony for the Young and Old."

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Themes

SAVING McDONALDS

BY HILTON AYREY

ACTIVITIES

Short Stories 3:12

REMEMBERING - What are the facts

1. Make a list of all the information you can find in the story about the main characters.
Show this information on **CHARACTER WEBS**.
Draw a picture of each character in the centre of their character web.

UNDERSTANDING - Reading between the lines

2. Why did Jackson and Jeffrey like McDonald's Family Camp?
Why did Bert Bristletope disappear? Where do you think he went?
For each answer try to find a quote from the story to support your ideas.
Write your own question that requires the person answering it to read between the lines.

APPLYING - Using what you know from the story

3. **NEWSFLASH:** Write an news story for the TV news about what has been happening at McDonald's Family Camp. Include an interview with Bert Bristletope asking him what he wanted to achieve with SAFE HAVEN, and Jackson and Jeffrey, asking them how they felt about the changes Bert made. Remember to write a strong wrap-up to end your news story.
Practise with a friend and be ready to present it to your group or class as a role play.
4. **POETRY:** Write a poem or a rap song about the battle for McDonald's Family Camp.

ANALYSING - Breaking down the story to show how it works

5. **STORY MAP:** Draw a story map of McDonald's Family Camp showing all the settings in this story and how they are linked. Use labels to show the places mentioned and the events that took place.
6. Create a **STORY WEB**. You may have started this or talked about it when you read the story. Include ... CHARACTERS → SETTING → PROBLEM → FEELINGS → ACTION → OUTCOME

CREATING - Coming up with new ideas

7. **WHAT COMES NEXT:** What will happen at Camp Freedom? What will the boys do this time to get the camp back to normal?
Brainstorm at least 3 possibilities. Choose your best idea.
Write the next chapter in 'Saving McDonald's' **OR** show what happens as a comic strip.
8. **DESIGN BRIEF:** Redesign McDonald's Family Camp so there is something for everyone - boys, girls, teenagers and parents.
Label your drawings or write descriptions to explain your interesting ideas.

EVALUATING - Exploring ideas and rating stories

9. SEEING BOTH SIDES

"Family camps like McDonald's are a thing of the past."

Make a chart and list your reasons for agreeing and disagreeing with this statement.

I agree with this statement because ...

I disagree with this statement because ...

Share your ideas with other people in your group. Ask if you can present a short debate.

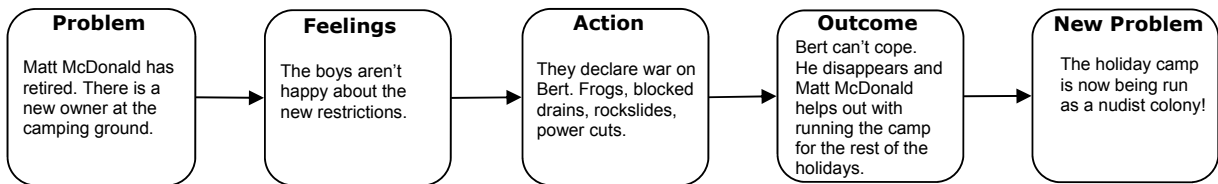
10. HOW GOOD IS THIS STORY

Give this story a rating out of 5 for each of the following criteria (1 = weak, 5 = excellent)

- ♦ **CHARACTERS** - Has the author created interesting characters?
- ♦ **STORY STRUCTURE** - Does the story have an interesting problem and a satisfying ending?
- ♦ **LANGUAGE FEATURES** - Has the author used words in an interesting way to tell the story?
- ♦ **THEME** - Does this story have something important to say about how people think and behave?

Write a short review of this story based on the ratings you have given it.

LESSON PLAN		SAViNG McDONALDS	
Short Stories 3:12 RA 15-16 years		BY HILTON AYREY	
STORY SUMMARY The Bradley family always look forward to their annual holiday at ‘McDonald’s Family Camp’. But this year there has been a change of ownership and the new owner has very different ideas about how a family camp should be run. Unfortunately he has not made allowance for the skills and determination of the Bradley twins, Jackson and Jeffrey who set out to save McDonald’s.			
LEARNING OUTCOMES - choose from the list on page 63 according to the needs of your students			
BEFORE READING DISCUSSION: Accessing prior knowledge and personal experiences <i>Discuss title “Saving McDonald’s” - what clues are there in this title about the story?</i> <i>Discuss students’ experiences with holiday camps. What are the highs and the lows?</i>			
GUIDED SILENT READING PROCESS - follow this three step process for each chunk of text (more details page 10) Step One: SET A PURPOSE and READ: <i>What to look for when you read this passage.</i> Step Two: DETAILED RETELLING: <i>Making sure we have got the message right.</i> Step Three: CLEAR ROADBLOCKS and ADD to STORY WEB: <i>Identifying new information about story structure.</i> <i>Bold Italics = strong language features, vocabulary or concepts that provide interest and may present roadblocks to comprehension.</i>			
Setting a Purpose: READ - look for SETTING and CHARACTERS. <i>Fast Finishers</i> - Use the margin to make notes for your story web.		STORY STRUCTURE	
LANGUAGE FEATURES <i>idiom</i> <i>colourful descriptions</i> <i>irony</i>	Ever since the twins Jackson and Jeffrey could remember, the long summer holidays had always been spent at McDonald’s Family Camp. This was no ordinary family camp. It was far off the beaten track with rustic camping sites nestled into the bush of a gentle valley. But the best feature was undoubtedly a stream teeming with all sorts of interesting life forms, tumbling over rocks and forming swimming holes as it wound its way down the valley to a lagoon and finally out to sea. All in all McDonald’s Family Camp was an outdoor paradise for mischievous, energetic boys and a much needed respite for the frazzled parents who struggled to keep their ‘ creative ’ sons entertained in the cramped city apartment they lived in for the rest of the year.		Characters Jackson and Jeffrey - twins - mischievous, energetic, creative Setting McDonald’s Family Camp - a great place for a holiday
Setting a Purpose: READ - look for development of the CHARACTERS and the SETTING. <i>Fast Finishers</i> - Use the margin to make notes for your story web.		Character Matt McDonald - camp owner - the boys loved him - the parents were grateful	
<i>*uninhibitedly enthusiastic</i> <i>*mental or physical exhaustion</i>	The camp was owned and run by ‘Old McDonald’ an elderly gent with a twinkle in his eye. Over the years he had taken these exuberant* boys under his wing and taught them how to catch frogs and cockabulies in the stream and spear eels in the wetlands down the road. He encouraged all the kids to play spotlight with torches after dark until they were overcome with fatigue* and stumbled into their sleeping bags exhausted . He knew exactly what young boys needed. Jackson and Jeffrey loved Matt McDonald and of course the parents kept coming back each year because they could doze their days away in lounge chairs, free from parental responsibility.		
Setting a Purpose: What might the problem be? Brainstorm possibilities. READ - look for the PROBLEM.		Problem Things may have changed	
<i>*equipment, apparatus need for a particular activity</i>	So it was with great anticipation that the Bradley family packed their tent and all the essential paraphernalia* into their car and trailer for the annual migration to McDonalds. As they wound their way up the dusty road to the camp entrance a new billboard on the side of the road was the first indication that something had changed. “Welcome to SAFE HAVEN where you can be sure of a safe holiday. A++ Health and Safety approved camping. Under new management.”		
Setting a Purpose: READ - Look for development of the PROBLEM. <i>Fast Finishers</i> - Use the margin to make notes for your story web.		New Character Bert Bristletope - new camp owner - the boys loved him - the parents were grateful Problem How have things changed?	
<i>descriptive language</i> <i>- personality</i> <i>- physical appearance</i> <i>*a small fly</i>	An abrupt, officious greeting confirmed their worst fears as they cruised into the camp car park outside the camp office. Bert Bristletope, the new camp commandant, had a degree in health and safety education and the people skills of a gnat* . He was short and squat in statue, dressed in army fatigues and highly polished army boots. His black thinning hair was slicked back immaculately and his small piggy eyes gazed through thick lenses.		

<p>Setting a Purpose: <i>The PROBLEM is still developing. How do the characters FEEL about Bert?</i></p> <p><i>Fast Finishers</i> - Use the margin to make notes for your story web.</p> <p><i>without deception or fraud</i></p> <p><i>metaphor 'mood darkened'</i></p>	<p>The family emerged from the camp office after fifteen minutes of form-filling with bright orange stickers to plaster over their car identifying them as bona fide campers and a four page list of camp rules and regulations. At first this didn't bother the boys whose only thought was to disappear down to the creek and avoid the dreaded tent installation. But when they discovered a two metre high wire netting fence on both sides of the stream their mood changed. It darkened considerably when at 9:30pm on the first evening Bert began his patrol of the campsites with his ugly boxer dog frothing and snarling as Bert warned campers about lights out at 10 pm and his zero tolerance policy for any noise.</p>	<p>Problem The problem is now obvious. Bert has a very different way of running the camp.</p> <p>Feelings The boys are not impressed. Their 'mood darkened'.</p>
<p>Setting a Purpose: <i>READ - look for the ACTION and the OUTCOME.</i></p> <p><i>Fast Finishers</i> - Use the margin to make notes for your story web.</p> <p><i>*washing of the body</i></p> <p><i>*forced into service</i></p>	<p>But this was Bert's fatal mistake. These boys were well honed in the art of urban warfare which easily transferred into a rural setting. Next morning an infestation of frogs in the toilet block caused havoc when the mum's went for their ablutions*. Mysteriously blocked drains resulted in a serious sewerage overflow which had angry campers queuing in frustration outside Bert's office. This was soon followed by an unusual odour in the water supply, a rockslide into the children's playground and regular cuts to the camp electricity supply as the boys explored the full extent of their technological expertise. Overwhelmed by the sheer magnitude of calamity and destruction that cut its swath through the camp, Bert Bristle-top mysteriously disappeared and Old McDonald, was press-ganged* back into action for the rest of the summer. The fencing came down and a sense of normality returned.</p>	<p>Action The boys take action using the skills they have learnt in the city to making life miserable for Bert.</p> <p>Outcome Bert can't cope and disappears. Matt McDonald is back and the holiday returns to normal</p>
<p>Setting a Purpose: <i>How will the story end? Brainstorm possibilities - READ.</i></p> <p><i>tension building</i></p>	<p>During the following year they received their annual booking newsletter in the mail advising that the camp was once again for sale. The boys high-fived and spent the next 5 months preparing themselves for another round of action to maintain their precious holiday. There was a great deal of apprehension in the car as they once again approached the camping ground. Grinding up the hill, their car came to rest beneath a new camp billboard. "Welcome to Camp Freedom - Nudist Colony for the Young and Old."</p>	<p>New Problem The camp is now being run as a nudist colony</p>
<p>AFTER READING DISCUSSION</p> <p>1. Story Structure : Review the story web now that the whole story has been read</p> <ul style="list-style-type: none"> Summarise the main problem and how the characters deal with it (see suggestions below) What was the story about? Is there a message? Is there something we can learn from this? (theme) <div data-bbox="193 1386 1417 1568">  <pre> graph LR A[Problem Matt McDonald has retired. There is a new owner at the camping ground.] --> B[Feelings The boys aren't happy about the new restrictions.] B --> C[Action They declare war on Bert. Frogs, blocked drains, rockslides, power cuts.] C --> D[Outcome Bert can't cope. He disappears and Matt McDonald helps out with running the camp for the rest of the holidays.] D --> E[New Problem The holiday camp is now being run as a nudist colony!] </pre> </div> <p>Themes: Coping with change, 'progress', holding on to what is important.</p> <p>2. Story Evaluation : What has the author done to try and make this a good story?</p> <p>This is aimed at developing the language and the ability to critique the short story genre relating directly to Follow-up Activity 10. Use "How Good is this Story?" on page 68 as a basis for this discussion. The following are the sort of comments which the teacher should be looking for.</p> <p>Setting: An important backdrop to the story. Good description of the camping ground. Characters: Well developed characters - contrast between Matt McDonald and Bert Bristle-top (comic type buffoon). Story Structure: Tension builds and then the problem is resolved only to resurface in another form.. Theme: Explores how things change over time - not always for the best. Language Features: Bert is a larger than life character. Author uses colourful descriptive language.</p>		
<p>FOLLOW-UP ACTIVITIES - Using Bloom's Taxonomy</p> <ul style="list-style-type: none"> Go through the ACTIVITIES sheet with your students Brainstorm and discuss ideas, model activities where necessary Assign activities or allow choice depending on time constraints and / or the needs of your students 		

APPENDIX :

Learning Outcomes, Exemplars, Chart



LESSON PLANNING

- ♦ Learning Outcomes 63



FOLLOW UP ACTIVITIES - exemplars

- ♦ Activity 1 : Character Web 65
- ♦ Activity 5 : Story Graph 65
- ♦ Activity 5 : Story Map 66
- ♦ Activity 6 : Story Web 66
- ♦ Activity 3 : News Flash 67
- ♦ Activity 4 : Poetry 67
- ♦ Activity 10 : Criteria for Story Evaluation 68



STORY WEB CHART 69



LESSON PLANNING

Learning Outcomes and Success Criteria

Here is a list that applies specifically to the GSR reading process outlined in this resource. The emphasis is on the development of comprehension strategies. These Learning Outcomes can be easily linked back to the Achievement Objectives in the New Zealand English curriculum.

CONSTRUCTING MEANING

SharpReading ONLINE - CSI Stage 3

Sentence Level Comprehension

LO: Unpack sentences and monitor own reading for comprehension

I will know I can do this if, when I am reading, I can ...

- ◆ Put sentences in my own words using "I think that means..." to check whether I have got the message right
- ◆ Recognise when there are roadblocks (I haven't got the message right)

SharpReading ONLINE - CSI Stage 4

Deeper Sentence Level Comprehension

LO: Use the Deep Five comprehension strategies to check and clarify meaning and to overcome any roadblocks to comprehension

I will know I can do this if, when I am reading, I can ...

- ◆ Visualise what the words are saying
- ◆ Make connections to something I already know to clarify ideas
- ◆ Ask myself questions about the text
- ◆ Form and revise an hypothesis about what is going on in the text
- ◆ Make connections to something somewhere else in the text

CRITICAL THINKING

SharpReading ONLINE - CSI Stage 5

Text Level Comprehension

LO: Identify Story Text Structure

I will know I can do this if, when I am reading, I can ...

- ◆ Identify the PROBLEM, FEELINGS, ACTION, OUTCOME of the story

SharpReading ONLINE - CSI Stage 6

Text Level Comprehension

LO: Evaluate Story quality

I will know I can do this if, when I am reading, I can ...

- ◆ Use established criteria to make judgments about the quality of the writing in a story

AFTER READING COMPREHENSION SKILLS

LO: Demonstrate the use of Bloom's Thinking Skills

I will know I can do this if I can ...

- ◆ Use the information in the story correctly to write a NEWSFLASH or write a poem (Applying)
- ◆ Create an accurate story map, story graph, and story web using story information (Analysing)
- ◆ Write a valid 'other point of view' or an alternative ending for the story (Creating)
- ◆ Design a valid solution to a problem raised in the story (Creating)
- ◆ Present both sides to an argument about an issue raised in the story (Evaluating)
- ◆ Rate the story based on the criteria given and justify my rating (Evaluating)



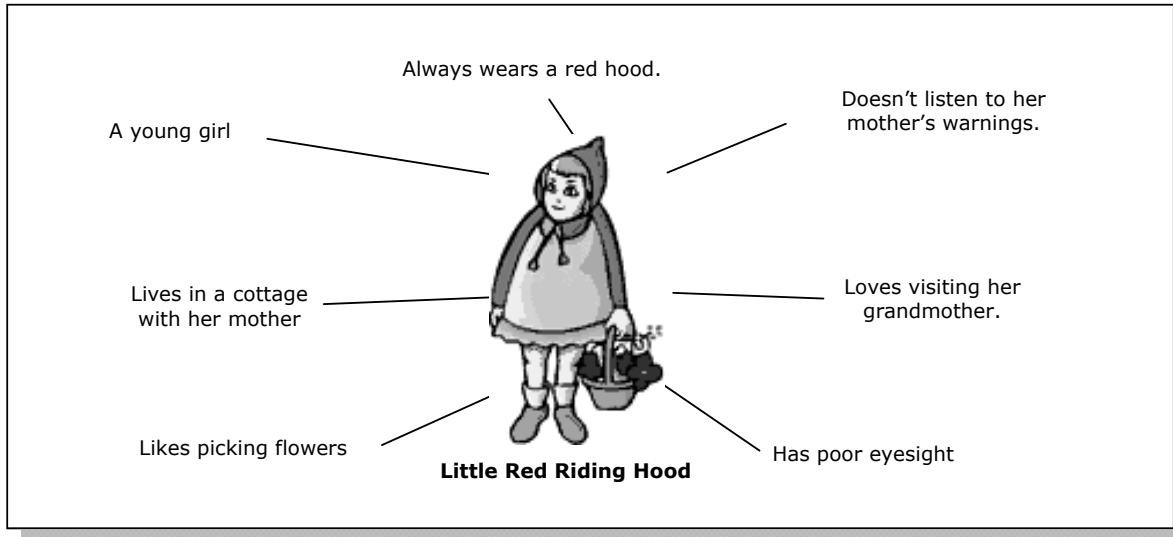
FOLLOW UP ACTIVITIES

using Bloom's Taxonomy

Here are some exemplars of the activities in this resource.
Use them to establish the requirements of the task with your learners.

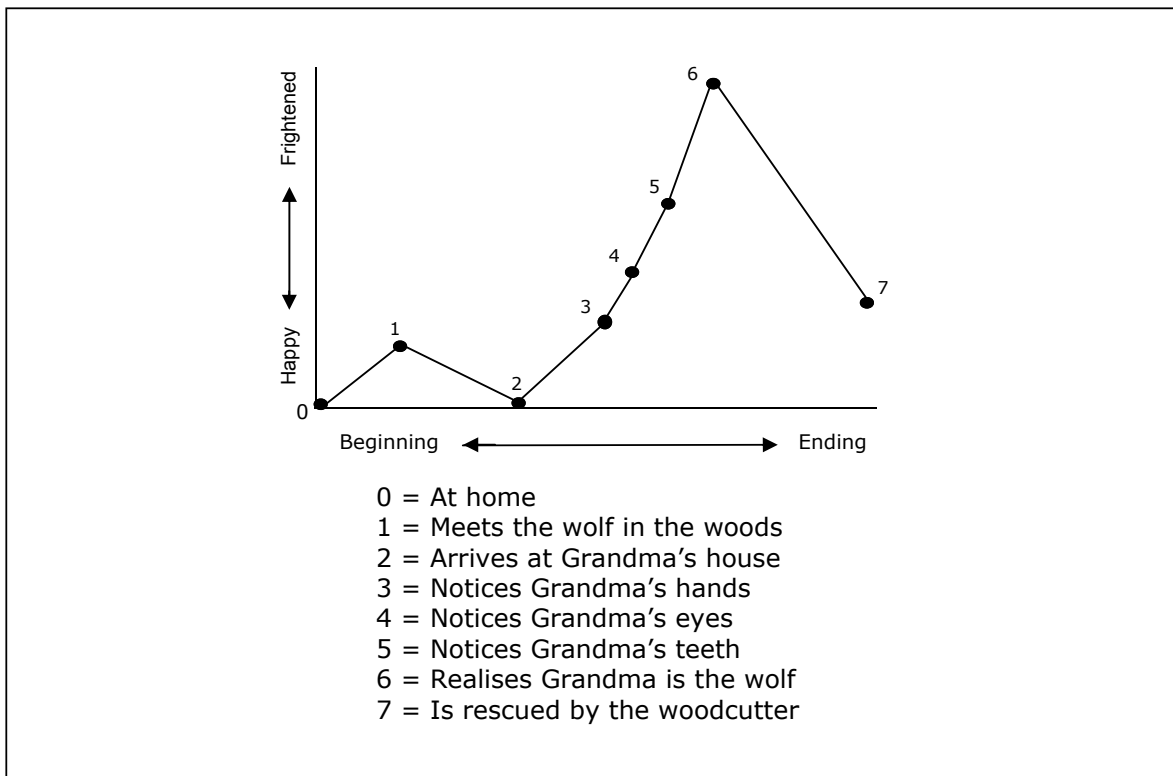
ACTIVITY 1: Character Web - Little Red Riding Hood

Choose a main character and show the information you have found on a **CHARACTER WEB**.



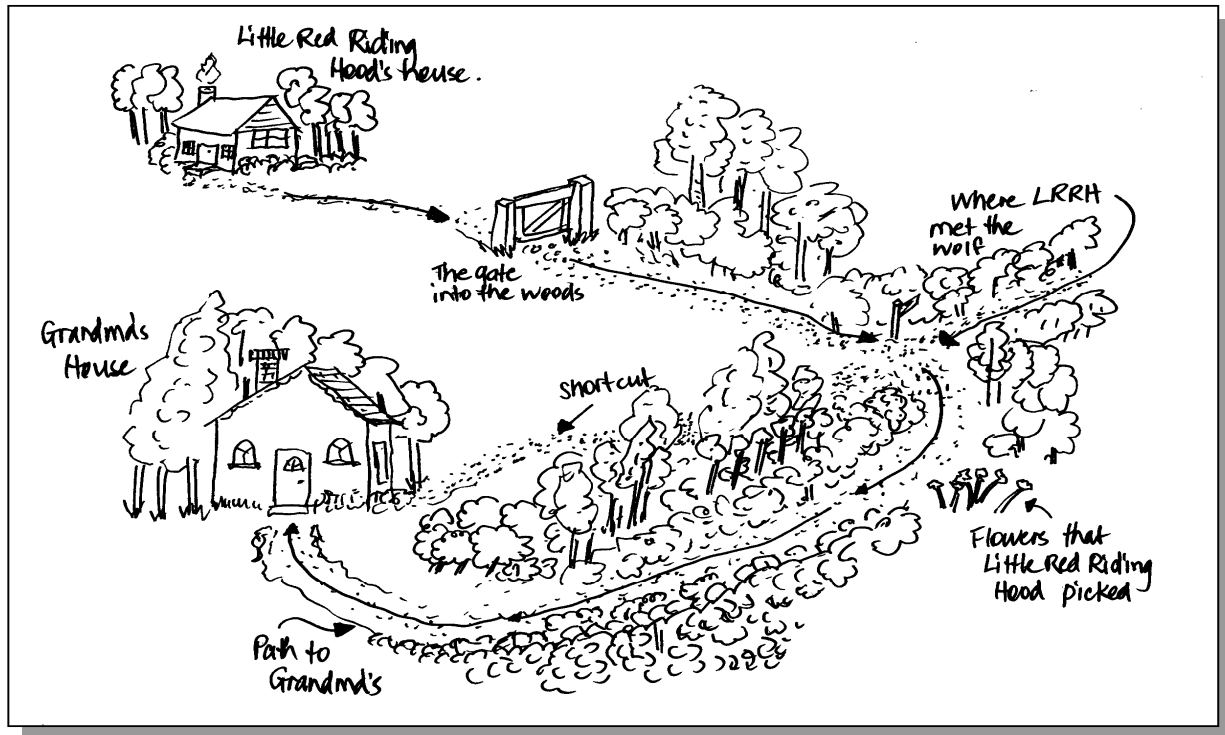
ACTIVITY 5: Story Graph - Little Red Riding Hood

Draw a **STORY GRAPH** showing how Little Red Riding Hood is feeling throughout the story.



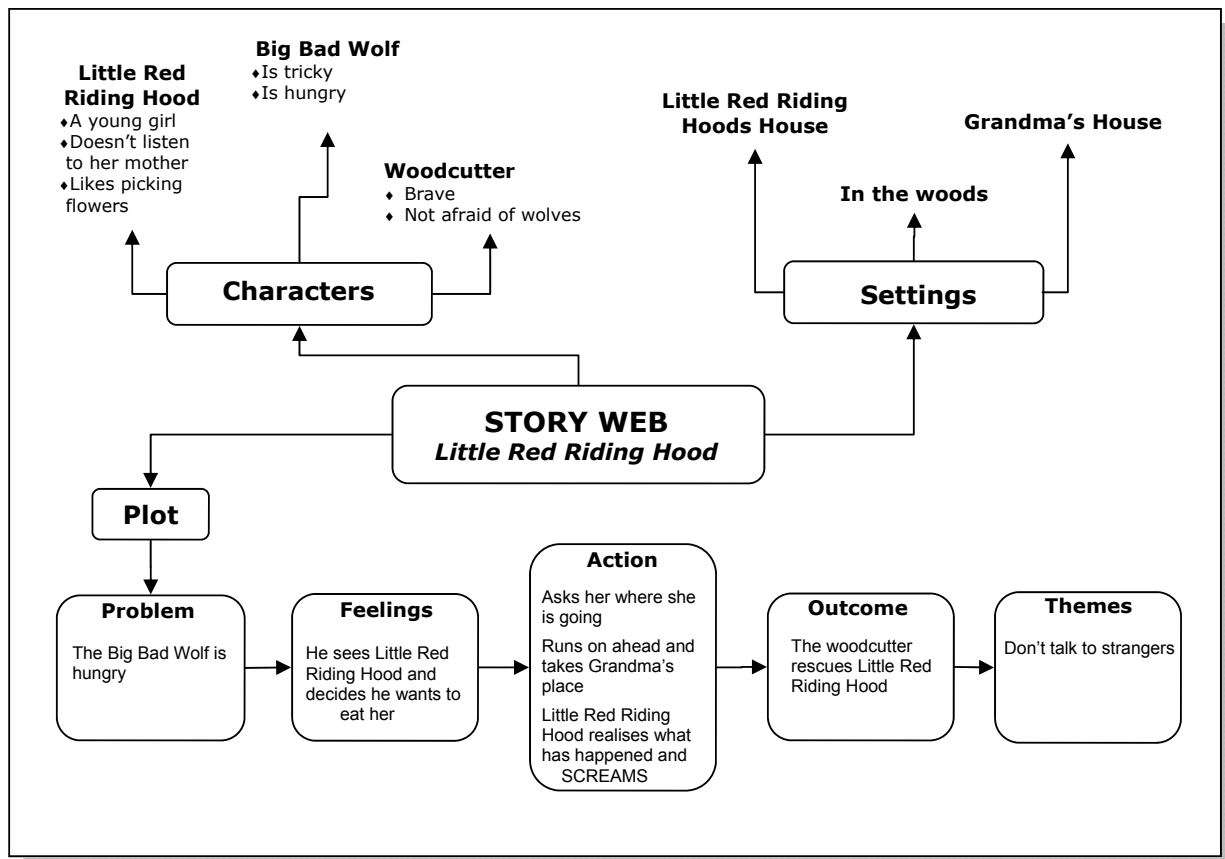
ACTIVITY 5: Story Map - Little Red Riding Hood

Draw a **STORY MAP** connecting all the settings in the story Little Red Riding Hood.
Use labels to show the places mentioned and the events that took place.



ACTIVITY 6: Story Web - Little Red Riding Hood

Draw a **STORY WEB** including characters, setting, problem, feelings, action, outcome, themes.



ACTIVITY 3: NEWSFLASH - ICT Outdoors

NEWSFLASH: Write a news story for TV about the teacher who is a humanoid - part human, part computer. Include an interview with Emma, someone else in her class, maybe the school principal or a parent, getting their reaction to the news. Remember to write a strong wrap-up to end your news story.

TV News Reader: Today we have a startling story about a primary school teacher who is more than human. It seems that this teacher, who refused to be interviewed, is a humanoid, part human, part computer. Our reporter, Miles Bignews, is on the scene trying to get to the bottom of this story.

TV interviewer: With me are some of the children from Mrs Thompson's class. This is Emma Catchpole who we understand made this surprising discovery. Tell me Emma, what was it about Mrs Thompson that made you suspicious.

Emma: I'm sorry I don't want to talk about it. Mrs Thompson is a wonderful teacher and that's all that matters to me.

TV interviewer: Daniel. How about you?

Daniel: Well today we were going out to play a game and she went psycho at me just because I was talking to David.

TV interviewer: What happened next?

Daniel: Ummm...we went for a run and Mrs Thompson was talking to Emma and then she just fell down on the ground. It was a long time before she got up. The kids reckon she had a fit or something.

TV interviewer: Ahh.. Here comes the school principal. Perhaps he can shed some light on the matter.

Excuse me Principal Bigshot. Why are you employing humanoids as teachers at your school?

Principal Bigshot: Hahaha ... Humanoids? That's ridiculous. We only employ the very best teachers at this school. This is the best school in the city. All of our students are reading 3 years above their age and we have plans for a massive school hall and a new state-of-the-art administration block. Can I take you on a tour?

TV interviewer: Well Bob. It looks like a bit of a cover-up to me. No one wants to talk about the rumours we have heard today. Back to you in the newsroom.

ACTIVITY 4: POETRY - ICT Outdoors

POETRY: Use the information in this story to help you write a poem about Mrs Thompson.

OUR TEACHER

Mrs Thompson is our teacher
Room 7 is her place
She's caring, warm and friendly
With a smile upon her face

But I know her secret
She's programmed to be that way
There's a CPU and a hard drive
That helps her through the day

And when she's getting titchy
With Zac and Ben and Ritchie
It's not what you would think
It's just her RAM is on the blink!

ACTIVITY 10: How good is this story?

A good story will hold the reader's interest because the author has worked cleverly with some or all of the features listed below.

This chart will help you make judgments about the short stories you have read (Follow-up Activity 10). Think about the story you have been studying. Read through the criteria for **WELL DEVELOPED** and **NOT WELL DEVELOPED** and decide on a rating between 1 and 5 for each of these features.

Features	Well Developed (Rate 5)	Not Well Developed (Rate 1)
Characters The people, animals or objects that are the subjects of the story	Essential characters are well rounded - the reader feels they know them well Writer uses all of the following to create characters ♦ description of their appearance ♦ the things they say ♦ the things they do ♦ their inner thoughts	Essential characters are flat - the reader knows little about them Writer uses only 1 of the following to create characters ♦ description of their appearance ♦ the things they say ♦ the things they do ♦ their inner thoughts
Story Structure The sequence of events showing the characters in action . It usually includes • Orientation • Problem • Feelings • Action • Outcome	There is a clear problem The events are all connected The tension rises steadily The outcome is satisfying and believable The writer uses foreshadowing or flashback successfully to make the unfolding of events interesting. Any twists to the ending add to the story interest	The problem is not clear Some events are not connected There is no tension or it is uneven and jerky The outcome is disappointing or doesn't feel right No attempt to raise the interest by putting events out of sequence Twists at the end don't work
Language Features How the writer uses words to tell the story.	Uses lots of similes, metaphors, strong adjectives, nouns, and verbs to create word pictures, humour, and mood.	No similes or metaphors. Adjectives and verbs are not interesting or colourful. Flat - No humour or mood
Theme The idea that holds the story together. It is the reason that the writer wrote the story.	There is a clear theme The story helps the reader to understand the way people think and act	No clear theme The story doesn't say anything about how people think and act

We are learning to identify the text structure in short stories



STORY WEB

Finding the story structure



Characters and Setting

Who Where and When



Problem

A conflict for the character(s)



Feelings

How the characters FEEL about the problem



Action

What the characters DO about the problem



Outcome

How it all works out



Theme

Why did the author write this story?

What does it tell us about the way people think and act?

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Time Warp © Seb Parr 2012

ICT Outdoors © Catherine Lunjevich 2012

Gon Tao-soon © Naomi Smith 2012

The Quest © Leith Cooper 2012

The Perfect Solution © Hilton Ayrey 2012

Herman's Magpie © Hilton Ayrey 2012

Rugby League Man © Rose Gregory 2012

Finding My Place © Bayley Corfield 2012

Saving McDonalds © Hilton Ayrey 2012

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